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AUTHOR	Gaab, Carolyn; James, Sally L.
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ABSTRACT

The educational needs in curriculum programing for the gifted and talented are considered; and a program for gifted and talented students in the fourth, fifth, and sixth grades in the North Kitsap (Washington) School District is described. Chapter I Outlines results of a 1973 survey (including that there is a need to provide for students who have "outdistanced" their peers in the ability to help others), with appendixes on the survey forms used, tables with statistical data, a listing of project procedures for a proposed district wide program, and a summary of objectives. In Chapter II on the proposed project model, five components (skills awareness, skill acquisition, skill mastery, skill application, and skill transfer to others) are explained, the screening procedures for the project are reviewed, and diagrams showing the subject areas to be covered in enrichment center programs are appended. A third chapter presents the evaluation of the Enrichment Center Program after its first year of operation. Chapter IV reveals the operational procedures for the Enrichment Center Program with a report on the intervention process, evaluation design, data collection, evaluation instruments, and control group selection. A final chapter briefly considers proposed plans for future implementation of programs. The remainder of the document includes a program and budget study manual for the enrichment program, a final report on the Project Success enrichment component for the year 1976-77, sample brochures describing the enrichment program, and a list of interdistrict activities. (SBH)

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A PROGRAM FOR GIFTED AND TALENTED STUDENTS

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Sally L. James
North Kitsap School District
Poulsbo, Washington

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A PROGRAM FOR GIFTED AND TALENTED STUDENTS IN THE 4th, 5th AND 6th GRADES IN THE NORTH KITSAP SCHOOL DISTRICT

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EDUCATIONAL NEEDS IN CURRICULUM PROGRAMS FOR THE GIFTED AND TALENTED

Too often the designers of school programs for able learners have looked solely to administrative arrangements (acceleration practices, ability grouping, or enrichment procedures) as a solution. Such arrangements are relatively ineffective without concurrent modifications of curriculum and teaching methods. A simple geographical change from one room or one school to another does not, in itself, constitute a "program" for the gifted. The fact that gifted pupils have such wide intellectual and personality differences requires an individualized approach to their educational planning. Ideally, thoroughly individualized academic programs, based upon a definite evaluation of student's learning potential, should be designed for every pupil. Short of this ideal, differential programming offers a compromise between mass homogenized education and individual instruction.

Perhaps the key role of the emerging modern teacher is that of educational programmer. In order to program students through appropriate subject matter content according to their specific individual learning needs, the teacher must first view himself as an educational methodologist. The particular and unique teaching strategies and tactics adopted by the teacher will necessitate or imply the adoption of synchronized learning environments and teaching aids. This type of approach seems to be more effective in developing independent critical thinking skills as directive teaching depends upon rote memory mechanisms and renders students exclusively dependent upon precedent, tradition, and authority.

In recent studies (Rice, 1970) gifted students expressed a desire to be more involved in the decision making process concerning course selection as well as being responsible for setting goals and objectives for course work. Students also asked for more flexible programming at all grade levels and qualitative content changes in the subjects offered. More depth in subject matter treatment would be implemented. Such program restructuring would obviate the general objection to "too much drill and undue review" voiced by most students in this study.

Curriculum for the gifted must be viewed as flexible and continuous. The whole key to a successful master program of proper developmental placement of pupils may be the ability of teachers to modify the curriculum to the needs of the pupil. Unfortunately, the reverse process of forcing all students to adjust to a rigid curriculum structure is the common form in many schools today. Teachers at all grade levels should continually reassess the content of their daily lesson plans.

At the core of special programs for the gifted is subject matter content. This content should differ in quantity, quality, sequence, and level from typical curriculum. The typical approach to curriculum implementation is based on the assumption made by observing normal children. Hence the approach to mastering the basic fundamentals of a discipline is envisioned as continual repetition of memory units when possibly this repetition is not needed; thus the gifted student is not motivated and loses interest altogether.

Many children in the school program have stopped advancing in development of gifted behaviors due to the lack of appropriate programs. These children have simply "outdistanced" their peers and the teachers are not presently able to offer them materials and experiences that match their needs. The North Kitsap School District has developed a model of how to efficiently and effectively meet a similar need (appropriate programs) for children who are handicapped. This system includes: (1) stated philosophy to guide program development, (2) multilevel system to deliver service to children, and (3) procedure for packaging and transporting assessment and assistance materials for children.

This system has produced in three years: (1) eight-hundred percent increase in service to children (now serving four-hundred students), (2) thirteen transportable assessment programs in areas of academic, self-management, social, perceptual-motor and thinking to define students needs and (3) ten transportable assistance programs in four service levels.

What is needed is a similar comprehensive system developed to meet the needs of gifted children. The need to develop such a system became even more apparent after reviewing the literature which failed to produce any model to follow, (Passow, 1961; Scheifele, 1953; Freehill, 1972; Gallager, 1964; Witty, 1951; Gold, 1965; Ward, 1962; Getzels, 1962; Shertzer, 1960; Barbe, 1965; Fine, 1964; Mecker, 1969; Plowman, 1969; Renzulli, 1968; Peck, 1972; Guilford, 1967; Gowan, 1964; French, 1959; Bloom, 1956; Krathwohl, 1964; Torrance, 1962.). Plowman, 1971, has summed up the current condition of the lack of an effective comprehensive program for gifted children in the following words: "Many discussions about the education of gifted children and youth are more concerned with identification and administrative processes than with making the educational process itself the major focus. Certainly, if we begin with a child who is already superior or talented then the emphasis should be in fostering superior development in cognitive, social and affective spheres. The enhancement of effective problem solving technique, the development of critical thought, the fostering of individual resourcefulness and self sufficiency are all major goals which need precise structuring and planning."

The program to be developed is based on determining first the range of gifted behavior to be studied. The model to be developed assumes that what is needed is to examine in each major area behaviors which can be called gifted or talented. What is needed is advanced training and experience for students who have already shown talent in those behaviors and are now unable to advance further because there is no program. The development of such a model will: (1) provide the framework for a comprehensive program, (2) pinpoint specific assessment and assistance programs to be packaged, and (3) enable one to more accurately measure the effectiveness of student advancement.

Five major areas have been selected where student needs exist. The entire teaching and administrative staff in the North Kitsap School District took part in a survey (see Appendix A) to determine their preference for development of advanced training programs as well as to document the number of students in need of such programs. Encouragement to develop programs in these five areas has also come from students and community members as reported in the survey conducted during the 1969-70 school year with the Bureau of School Service and Research at the University of Washington. This assessment entitled Plan for Progress, 1971, included working with the Citizens Advisory Committee in developing a major survey of community attitudes, gaining a sample inventory of opinions from present school students, recent graduates and dropouts and conducting a series of interviews with school personnel.

Listed below are the results of the 1973 survey which pinpoint the gifted and talented behaviors that need to be advanced through specific program objectives.

NEED 1: There is a need to provide for students who at present have "outdistanced" the regular program and experience that can be currently offered in a classroom or class in academic subject areas.

The result of the survey showed that in the elementary program of the 1334 elementary students surveyed, 310 students are presently "stopped" in terms of materials and experiences that are available to continue to advance their skill in academic course work. Elementary teachers in grades K-3 prefer development of advanced training and experiences for gifted studetns first in reading while teachers in grades 4-6 feel there is a greater need to assist gifted students in math. At the secondary level 256 students are presently "stopped".

NEED 2: There is a need to provide for students who have at present "outdistanced" their peers in the ability to help others. This is the gifted and talented behavior selected under the area of social development.

The results of the survey show that in the elementary program 82 students need to be provided with additional programs to advance their gifted behavior of helping others. At the secondary level 189 students are now displaying this gifted behavior of helping others and should be given advanced training and experience to continue to develop this behavior.

NEED 3: There is a need to provide for students who have at present "outdistanced" their peers in their ability to effectively and efficiently manage their own behavior.

The results of the survey showed that in the elementary program 265 students are displaying the behavior at a gifted level and should be given advanced training and experience to further develop the behaviors. The staff prefers first the development of programs in initiating tasks, followed by programs in scheduling time well and evaluating own performance. At the secondary level 174 junior high students and 144 senior high students are in need of programs to further develop their gifted and talented behaviors in the area of self-management. The junior and senior high staff prefers first the development of programs in task initiation followed by programs in time scheduling and self-evaluation of performance.

NEED 4: There is a need to provide for students who at present have "outdistanced" the regular program in materials and experiences that can be currently offered in a classroom or class in the areas of physical education, art and music.

The results of the survey showed that in the elementary program 162 students are displaying the behavior at a gifted level and should be given advanced training and experience to further develop this behavior. The results of this survey showed that all staff prefers first the develpment of programs in art followed by music and physical education. At the secondary level the survey is presently incomplete. The completed information will be presented in the final proposal. At this point in time 71 junior high students and 43 senior high students have been identified as in need of advanced training and experience in physical education, art and music.

NEED 5: There is a need to provide for students who have at present "outdistanced" their peers in their ability to think. The selected behavior for initial focus will be critical thinking.

The results of the survey showed that in the elementary program 64 students are displaying the behavior at a "gifted" level and should be given advanced training and experience to further develop this behavior. At the secondary level 142 students are in need of programs to further develop their gifted behavior in critical thinking. (For a more detailed account of survey results see Appendix B.)

It has been previously stated that the district is now operating programs which efficiently and effectively are meeting the needs of children who are handicapped. However, at present the district is not providing any service to gifted and talented students. These children make up the other population for which the regular program does not have the time nor materials to offer appropriate programs. Be being able to operate both programs efficiently and effectively the district intends to provide a model with transportable procedures and materials for how any district, especially in rural areas, can meet the needs of all its children.

The 1973 survey conducted gave the entire staff an opportunity to examine carefully the major areas of gifted and talented and decide the priority for developing programs to assist children. A task force made up of one member from each building then examined the results of the survey and decided on the objectives, procedures and budget to be submitted (see Appendix C).

APPENDIX A

Survey Forms Used in Conducting the District-Wide Need Assessment of Gifted and Talented

NORTH KITSAP SCHOOL DISTRICT NO. 400
NEED SURVEY OF GIFTED AND TALENTED STUDENTS

North Kitsap School District planned to submit a Title III proposal for an action study for their talented and gifted students.

Teacher input was an important factor in plans to submit program recommendation that would qualify the district for funds to meet the specialized material and experience needs of these students.

The entire district was surveyed and all teachers were asked to respond with ideas on subject areas and students that they felt deserved priority consideration in district planning for these unmet needs. The community was also inventoried for resources they might contribute to such a program.

For preliminary planning purposes "gifted" was grossly defined as those students who had "outdistanced" the regular program that was currently offered in a classroom or class.

Teachers were asked: (1) to name those subject areas where they had students displaying "gifted" behavior, (2) to give an approximate "gifted" student tally by subject areas and (3) their preferences as to which subject or skill area they would like to see receive priority attention.

These preferences enabled the district to narrow its focus and engage its efforts in meeting the unique needs of the North Kitsap School District students as defined by the North Kitsap School District's teachers.

Survey results were used to select proposal elements such as number of students, student age range and selected subject matter and skill areas to be explored.

An analysis procedure was proposed to select for study and implementation, various instructional strategies that could be monitored and measured by individual students performances.

Final project goal was to assemble a variety of instructional models that would serve to further advance the already gifted behavior of these students for the benefit of these students and the larger society that their actualized gifts will serve.

NORTH KITSAP SCHOOL DISTRICT NO. 400
NEED SURVEY OF GIFTED AND TALENTED STUDENTS (ELEMENTARY)

Teacher________________________ School________________________ Grade_____

Please indicate the number of your students in each of the five focus areas that exhibit "gifted" behavior. For preliminary planning purposes we will grossly define as "gifted": those student behaviors that at present "outdistance" the regular program material and experiences that can be currently offered in a classroom or class.

In some areas you will be asked to state a preference for those skill areas that you would like to see receive priority attention.

The five areas selected are those of special import in the research literature of exceptional children, and in some cases only a single or very few skills have been described in each focus area so that we might be able to limit our attention to these in the initial development phase.

I. ACADEMIC:

Students that at present "outdistance" the regular program material and experiences that can be currently offered in a classroom or class.

1. Record the number of students in your classroom who exhibit "gifted" behavior in the following subject areas:

____Math
____Reading
____Language Arts
____Health
____Science
____Social Studies

2. List your preference for development of "gifted" activities by subject area. Assign a point value of 1 to your first preference, a 2 to your second preference, etc.

____Math
____Reading
____Language Arts
____Health
____Science
____Social Studies

II. SOCIAL SKILLS:

Students who have at present "outdistanced" their peers in the ability to relate to others.

Selected behavior for initial focus will be the social skill of helping others.

1. Record the number of your students who display this skill at a gifted level and can benefit from additional advancement activities.

____Number of your students at the gifted level in helping others.

III. SELF-MANAGEMENT:

Students who have at present "outdistanced" their peers in their ability to effectively and efficiently manage their own behavior.

The selected behavior for initial focus will be:

(a) superior use of time, i.e., schedules time well.
(b) superior skills in initiating activities or tasks, i.e., self starter.
(c) superior skills in evaluating own performances.

1. Record the number of your students who display these skills at a gifted level and can benefit from additional advancement activities.

_____Number of your students at gifted level in use of time.

_____Number of your students at gifted level in skillful initiation of activities or tasks.

_____Number of your students at gifted level in evaluating own performances.

2. List your preference for development of "gifted" activities for these skill areas. Assign a point value of 1 to your first preference, a 2 to your second preference, etc.

_____Superior use of time.

_____Superior skills in initiating activities or tasks.

_____Superior skills in evaluating own performances.

IV. PERCEPTUAL-MOTOR:

Students that at present "outdistance" the regular program material and experiences that can be currently offered in a classroom or class. (Some of the subject area skills are listed here for special focus.)

_____Record the number of your students who exhibit physically talented behavior.

_____Record the number of your students who exhibit artistically talented behavior.

_____Record the number of your students who exhibit musically talented behavior.

2. List your preference for development of "gifted" activities for these skill areas: physcially talented, artistically talented and musically talented. Assign a point value of 1 to your first preference, a 2 to your second preference, etc.

_____Physcially talented behaviors

_____Artistically talented behaviors

_____Musically talented behaviors

V. THINKING:

Students who at present have "outdistanced" their peers in their ability to think.

The selected behavior for initial focus will be critical thinking, to critically examine information and make decisions. Since this will be a difficult area in which to define gifted behaviors, the following behaviors of critical thinking are noted: deduction, assumption finding, definition, explanation, determining reliability of evidence and authority, generalization, hypothesis testing, evaluating theories and detecting ambiguities.

1. Record the number of students who have "outdistanced" their peers in their ability to engage in critical thinking.

_____Number of your students engaging in superior critical thinking skills

COMMENTS:

Please feel free to add comments on any areas that you feel have not been included or other matters of concern.

THANK YOU SO MUCH FOR YOUR TIME AND INVOLVEMENT. WE WILL KEEP YOU POSTED ON PROPOSAL DEVELOPMENTS.

NORTH KITSAP SCHOOL DISTRICT NO. 400

NEED SURVEY OF GIFTED AND TALENTED STUDENTS (SECONDARY)

Teacher________________________ School__________________ Grade_____

Please indicate the number of your students in each of the four focus areas that exhibit "gifted" behavior. For preliminary planning purposes we will grossly define as "gifted" those students' behaviors that at present "outdistance" the regular program material and experiences that can be currently offered in a classroom or class.

In some areas you will be asked to state a preference for those skill areas that you would like to see receive attention for priority development.

The four areas selected are those of special import in the research literature of exceptional children. In most cases only a single or very few skills have been described in each focus area so that we might be able to limit our attention to these in the initial development phase.

I. CURRICULAR COURSE OFFERINGS:

Students that at present "outdistance" the regular program materials and experiences that can be currently offered in a classroom or class.

1. Record the number of specific different students you have in your classes who exhibit gifted behavior. List number of students and courses where gifted behavior is displayed.

	Course Title	Number of Gifted Students
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

II. SOCIAL SKILLS:

Students who at present "outdistance" their peers in their ability to relate to others.

Selected behavior for initial focus is the social skill of helping others.

1. Record the names of the specific students in all your classes who outdistance their peers in the ability to think and who can benefit from additional advancement activities.

Names of Students

1. ____________ 6. ____________
2. ____________ 7. ____________
3. ____________ 8. ____________
4. ____________ 9. ____________
5. ____________ 10. ____________

III. SELF-MANAGEMENT:

Students who at present "outdistance" their peers in their ability to effectively and efficiently manage their own behavior.

Selected behaviors for initial focus are:

(a) superior use of time, i.e., schedules time well.
(b) superior skill in initiating tasks, i.e., self starter.
(c) superior skill in evaluating own performance.

1. Record the names of the specific students in all your classes who at present "outdistance" their peers in these abilities and can benefit from advancement activities.

Names of Students

(a) Superior Use of Time

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

(b) Superior Skill in Initiating Tasks

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

(c) Superior Skill in Evaluating Own Performance

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

2. List your preference for development of gifted activities in these skill areas. Assign a point value of 1 to your first preference, a 2 to your second preference, etc.

_____Skills in use of time

_____Skills in initiating tasks

_____Skills in evaluating own performances

IV. THINKING:

Students who at present "outdistance" their peers in their ability to think.

The selected behavior for initial focus will be critical thinking (to critically examine information and make decisions). Since this area will be a difficult one in which to define gifted behaviors, the following behaviors of critical thinking are noted: deduction, assumption finding, definition, explanation, determining reliability of evidence and authority, generalization, hypothesis testing, evaluating theories and detecting ambiguities.

1. Record the names of students in your classes who at present "outdistance" their peers in their ability to think critically and who can benefit from advancement activities.

Names of Students

1. ______________________ 6. ______________________
2. ______________________ 7. ______________________
3. ______________________ 8. ______________________
4. ______________________ 9. ______________________
5. ______________________ 10. ______________________

COMMENTS:

Please feel free to add comments on any area that you feel has not been included or on other matters of concern.

THANK YOU VERY MUCH FOR YOUR TIME AND INVOLVEMENT. WE WILL KEEP YOU POSTED ON PROPOSAL DEVELOPMENTS.

APPENDIX B

Results of 1973 Survey

Results of the 1973 Survey Which Pinpoint the Gifted and Talented Behaviors That Need to be Advanced Through Specific Program Objectives

NEED 1:

Table 1

Elementary Students in Need of Advanced Academic Programs

Grades	Students Surveyed	*Students Identified	Percentage
K-3	685	115	17%
4-6	649	195	30%
K-6	1,334	310	23%

*Multiple gifted behaviors are possible for each students.

Table 2

Elementary Students in Need of Advanced Academic Programs in Five Subject Areas

Subject	K-3	4-6	Total K-6
Math	35	58	93
Reading	39	48	87
Language Arts	25	31	56
Science	10	31	41
Social Studies	5	12	17
Health	1	15	16
TOTALS	115	195	310

TABLE 3

TEACHER PREFERENCE FOR ADVANCED TRAINING IN ACADEMIC AREAS

K-3	*M	R	LA	He	Sci	SS
Poulsbo	1	2	5	6	3	4
Pearson	2	1	3	6	4	5
Suquamish	3	1	1	5	4	2
Wolfle	3	3	2	5	1	4
All School Preference Order (K-3)	2	1	3	6	4	5

4-6	M	R	LA	He	Sci	SS
Poulsbo	1	2	3	6	4	5
Pearson	2	1	3	5	2	4
Suquamish	1	2	2	4	2	3
Wolfle	1	3	2	6	4	5
All School Preference Order (4-6)	1	2	3	6	4	5

All School Preference Order (K-6)	1	2	3	6	4	5

* M = Math   R = Reading   LA = Language Arts   He = Health
Sci = Science   SS = Social Studies.

At the secondary level 256 students are presently "stopped" in terms of materials and experience that are available to continue to advance their skills in academic coursework.

Table 4

Secondary Students in Need of Advanced Academic Programs

Grade	Student Population	*Students Identified	Percentage
Jr. High 7-8	552	81	16%
Sr. High 9-12	970	175	18%

*Multiple gifted behaviors are possible for each student.

NEED 2:

Table 5

Elementary Students in Need of Advanced Social Skill Programs

Grades	Students Surveyed	Students Identified	Percentage
K-3	685	35	5%
4-6	649	47	7%
K-6	1,334	82	6%

Table 6

Secondary Students in Need of Advanced Social Skill Programs

Grade	Student Population	Students Identified	Percentage
Jr. High 7-8	522	105	20%
Sr. High 9-12	970	84	9%

NEED 3:

Table 7

Elementary Students in Need of Programs to Advance Self-Management Skills

Grades	Students Surveyed	Students Identified	Percentage
K-3	685	105	15%
4-6	649	160	25%
K-6	1,334	265	20%

Table 8

Elementary Students in Need of Program to Advance Self-Management Skills in These Areas

Grade	*Time	*Inititates	*Evaluates	Total
K-3	62	26	17	105
4-6	58	60	42	160
K-6	120	86	59	265

*Time = superior use in scheduling time.
*Initiates = superior skills in initiating activities or tasks.
*Evaluates = superior skills in evaluating own performance.

TEACHER PREFERENCE FOR ADVANCED TRAINING IN SELF-MANAGEMENT SKILLS

K-3	*Time	*Initiates	*Evaluates
Poulsbo	2	1	3
Wolfle	1	3	2
Suquamish	3	2	1
Pearson	3	1	2
All School Preference Order (K-3)	2	1	3

4-6	*Time	*Initiates	*Evaluates
Poulsbo	2	1	3
Wolfle	2	1	3
Suquamish	2	1	3
Pearson	2	1	3
All School Preference Order (4-6)	2	1	3

All School Preference Order (K-6)	2	1	3

*Time = Superior use in scheduling time.
*Initiates = Superior skills in initiating activities or tasks.
*Evaluates = Superior skills in evaluating own performance.

Table 10

Secondary Students in Needs of Programs to Advance Self-Management Skills

Grades	Students Surveyed	Identified	Percentage
Jr. High 7-8	552	174	33%
Sr. High 9-12	970	144	15%

Table 11

Secondary Students in Need of Program to Advance Self-Management Skills in These Areas

Grades	Time	Initiates	Evaluate	Total
Jr. High 7-8	63	55	56	174
Sr. High 9-12	59	44	41	144
7-12	122	99	97	318

Table 12

Secondary Teacher Preference for Advanced Training in Self-Management Skills

1st Preference:	Superior skill in initiating tasks.
2nd Preference:	Superior use of time.
3rd Preference:	Superior skills in evaluating own performance.

Table 13

Elementary Students in Need of Programs to Advance in Physical Education, Art and Music

Grades	Students Surveyed	Students Identified	Percentage
K-3	685	77	11%
4-6	649	85	13%
K-6	1,334	162	12%

Table 14

Elementary Students in Need of Program to Advance in Physical Education, Art and Music

K-3	PE	Art	Music	Total
Suquamish	5	6	2	13
Pearson	8	4	3	15
Wolfle	3	7	3	13
Poulsbo	8	21	7	36

4-6	PE	Art	Music	Total
Suquamish	14	10	6	30
Pearson	5	6	4	15
Wolfle	11	9	1	21
Poulsbo	4	11	4	19

Table 15

Teacher Preference for Advanced Training in Physcial Education, Art and Music

K-3	PE	Art	Music
Poulsbo	2	1	2
Wolfle	1	1	2
Suquamish	2	1	3
Pearson	2	1	2
All School Preference Order (K-3)	2	1	3

4-6	PE	Art	Music
Poulsbo	3	1	2
Wolfle	3	1	2
Suquamish	3	1	2
Pearson	3	1	2
All School Preference Order (4-6)	3	1	2

All School Preference Order (K-6)	3	1	2

Table 16

Secondary Students in Need of Programs to Advance in Physical Education, Art and Music

Grades	Student Population	Students Identified	Percentage
Jr. High 7-8	552	71*	14%
Sr. High 9-12	970	43*	4%

*Data not yet complete.

Table 17

Secondary Students in Need of Programs to Advance in Physical Education, Art and Music by Activity Area

Grades	PE	Art	Music	Totals
Jr. High 7-8	26	3*	42	71
Sr. High 9-12	No data	3*	40	43

*Data not yet complete.

Table 18

Elementary Students in Need of Advanced Programs for Critical Thinking

Grades	Students Surveyed	Students Identified	Percentage
K-3	685	25	4%
4-6	649	39	6%
K-6	1,334	64	5%

Table 19

Elementary Students in Need of Advanced Programs for Critical Thinking in Each Elementary School

School	K-3	4-6	K-6
Suquamish	4	10	14
Pearson	9	4	13
Wolfle	3	14	17
Poulsbo	9	11	20
TOTALS	25	39	64

Table 20

Secondary Students in Need of Advanced Programs for Critical Thinking

Grades	Population	Identified	Percentage
Junior High 7-8	522	74	14%
Senior High 9-12	970	68	7%

APPENDIX C

Project Procedures for Proposed District-Wide Program for Gifted and Talented

PROJECT PROCEDURES

Selection of personnel to carry out objectives:

The personnel required for this project include one project trainer-evaluator, two teachers of gifted and talented, six building coordinators for gifted and talented and one secretary. Project director and teacher positions will be listed with the appropriate placement agencies throughout the state. In addition, careful examination will be made of the district's present staff to determine if there are any local candidates for the positions. The building coordinators will be selected by screening the community to find persons with talents in all five focus areas.

Why is there a need for such a large staff:

The need for this large staff is based on the fact that this project proposes to develop a comprehensive program that will eventually reach all gifted and talented students at all school levels. In order to realistically accomplish this goal we need to establish permanent staff in each building, i.e., the building coordinator who will disseminate and manage the programs. We also need the three certified staff to locate the commercial materials, design new materials and train staff and volunteers to carry out the programs.

Activities planned to accomplish objectives:

Listed below are the three major phases of the project to be achieved during the first year. The activities planned are limited but should produce extremely effective, well executed and documented services to gifted and talented children.

PHASE I (August to December) Program Development I

1. Examine and adapt both assessment and assistance programs that meet our criteria of evaluating student performance and providing systematic instruction.

2. Develop materials where no appropriate materials can be found in each of the five areas.

3. Establish a delivery system for providing the service to the students, i.e., system to be set up to (1) go into the classroom, (2) provide service through paraprofessionals, (3) provide service through certified staff outside of regular classroom and (4) provide service to students outside of the regular school setting.

4. Establish whether or not Seattle Pacific College will join in a cooperative master's degree intern program in training teachers of the gifted and talented. At the present time we are exploring with them the possibility which would establish a training program in the state for gifted and talented teachers. This intern program would be developed similarly to the one established in the district three years ago through Seattle Pacific to train teachers of the handicapped.

5. Establishment of volunteer community resource people for gifted and talented students.

PHASE II (December to January) Program Development II

1. Provide inservice training to all identified staff embmers who will be using the materials with their students.
2. Provide inservice training to all community assistants who will be involved in teaching and managing students.
3. Provide inservice training to all personnel in how to operate the evaluation system to be used to track student advancement during training and application.

PHASE III (January to June) Program Implementation

1. Provide the service to the identified 133 gifted and talented students in the five major areas.
2. Conduct the assessment program to measure student advancement.

What equipment and materials are anticipated?

The major anticipated cost is in the area of instructional materials which are needed to give an opportunity for the gifted and talented student to advance in training and experiences he is now stopped in. The instructional materials budget request of $12,000 is very minimal when you consider the need of these materials to stretch from kindergarten through the senior high school and eventually be used by the entire population of identified gifted and talented students. Without these requested funds it will be extremely difficult to operate an effective gifted program. The equipment anticipated includes filing cabinets and a typewriter which are not available in the district, as well as timing and recording devices to be used in measuring some of the student performance.

TARGET POPULATION TO BE SERVED

Funds were not available to service all students who had outdistanced the regular classroom program K-12. The intermediate level (grades 4-6) was chosen as the population to be serviced because of easy identification, lack of alternative choice and electives for students of varying abilities at the elementary level that were now being offered at the junior and senior high school level, and the ability of this age student to function independently as opposed to primary students' need for more extensive teacher guidance and supervision.

An assessment of the needs of fourth, fifth and sixth grade students was tabulated in each of the five objective areas: Academic, Social Skills, Self-Management, Perceptual-Motor and Thinking Skills.

The results and percentages as stated on the following page gave the staff a basis from which to work in developing programs to meet the need of advanced intermediate students in the North Kitsap School District.

SUMMARY OF ASSESSMENT OF NEED FOR GIFTED STUDENTS

GRADES 4, 5, 6

OBJECTIVE 1: ACADEMIC (Multiple Gifted Behaviors Possible)

Teacher Nominated (406): 30 % = 195 students
District Objective (4-6): 5 % = 33 students
First Year Objective (4-6) 1.8% = 12 students

OBJECTIVE 2: HELPING OTHERS

Teacher Nominated (4-6) 7 % = 47 students
District Objective (4-6) 5 % = 33 students
First Year Objective (4-6) 1.8% = 12 students

OBJECTIVE 3: SELF-MANAGEMENT (Evaluate Own Performance)

Teacher Nominated (4-6) 6 % = 42 students
District Objective (4-6) 5 % = 33 students
First Year Objective (4-6) 1.8% = 12 students

OBJECTIVE 4: PHYSICAL EDUATION, ART AND MUSIC (Art Only)

Teacher Nominated (4-6) 6 % = 36 students
District Objective (4-6) 5 % = 33 students
First Year Objective (4-6) 1.8% = 12 students

OBJECTIVE 5: CRITICAL THINKING

Teacher Nominated (4-6) 6 % = 39 students
District Objective (4-6) 5 % = 33 students
First Year Objective (4-6) 1.8% = 12 students

CHAPTER 2

PROPOSED PROJECT MODEL FOR EXCEPTIONAL STUDENTS IN THE 4th, 5th AND 6th GRADES IN THE NORTH KITSAP SCHOOL DISTRICT

A COMPREHENSIVE MODEL FOR EXCEPTIONAL STUDENTS

A comprehensive model was created to systematically organize the crucial areas of skill development for exceptional children. The model looks at the process whereby exceptional students develop awareness, acquire new behaviors, apply these behaviors in an unique manner, and share their skills with others. The model takes into account the real world, in and out of the school, and give the student experience in both settings.

A second dividend of the comprehensive model is that it gives specific direction for both development and evaluation. More precisely, the model offers a hierarchy of steps that the students will go through in developing new skills and expanding on old skills.

Each component of the comprehensive model specifies what the exceptional student will do at each level and what "measurable gains" will be assessed in evaluating the project objectives. Due to the ambiguous nature of the project, it is difficult at this time to specify the exact procedures to be used to reach each objective component. However, the procedure sections below will outline the directions and ideas that will be used in developing the procedural packets. All procedures developed for student identification, student participation, staff training and administration will be packaged to assure exportability of the program.

The five components listed below indicate the process for meeting each objective:

1. Skills Awareness
   a. Definition --The exceptional student is aware that a skill exists and that the skill is relevant and important.
   b. Explanation --This component is included in the project as to assure that the exceptional student understands the relevance and

importance of skills in the real world. Component one will also stress the student's own involvement in choosing areas in which to study.

c. Procedures --The exceptional students will be exposed to two sets of procedures designed to provide more information and develop a broader understanding of the skill. The students will seminar with a leader to gain information relative to the skill area for which they were selected. The seminar will focus on techniques of inquiry and will have as its objective that each student select a project outcome to work towards. The seminar will meet as many times as necessary and will serve primarily as a vehicle for getting and sharing information.

The students will also be involved in a procedure whereby they visit members of the community who use the skills in their daily lives. Through this experience the students will gain a first-hand knowledge as to the usage and importance of these skills.

d. Evaluation --The evaluation of component one will be done by administering (probably orally) pre/post questionnaires designed to elicit the exceptional student's awareness of the skills and its application. This data will enable us to gain some understanding of the process whereby a student becomes interested in perusing a specific area of study.

2. Skill Acquisition

a. Definition --The exceptional student acquires the basic concepts (principles) underlying the skill.

b. Explanation --The component of skill acquisition focuses on the student's learning of the basic concepts necessary to developing skills in a new area.

c. Procedure --The major activities under this component will include the development and use of specific concept teaching packets. Once it is determined what skills the exceptional student needs, specific teaching materials will be prepared or obtained. Under this component the student will work with staff and independent learning packets to learn new concepts and principles.

d. Evaluation --This component will be evaluated by pre/post testing of the student on the basic concepts (principles) underlying the skill.

3. Skill Mastery

a. Definition --The exceptional student performs the operation inherent in the skill.

b. Explanation --The component of skill mastery focuses on the student's demonstration of his ability to actually do the various skill operations. This assures that the student is able to produce the behaviors necessary to apply the skill.

c. Procedures --Component three will also use specific skill training packets. The students will be able to practice the various operations involved in the skill production.

d. Evaluation --Like component two, pre/post tests will be used to determine the student's degree of skill mastery for each area. Where necessary these tests will take the form of systematic observation.

4. Skill Application

   a. Definition --The exceptional student uses the skill to create products and/or solve problems.

   b. Explanation --This component, like component one, has its focus in the real world. In meeting this component the students will actually use their new skills to produce products, find answers and solve problems on a project basis. Aspects of this component are inherent in components two and three above in that the acquired skills culminate in component four.

   c. Procedures --The students will be provided with the necessary time, materials and assistance to complete a project. The project will focus on the student's application of his newly acquired skills to the production of a product or problem solution.

   d. Evaluation --Component four will be evaluated by determining the number of projects carried out. Other quantitative and qualitative measures will be used where appropriate.

5. Skill Transfer to Others

   a. Definition --The exceptional student teaches other students (and adults) about the skills and their application.

   b. Explanation --Component five emphasizes sharing. In this component the student, after mastering and applying the skills, is called upon to share with others.

   c. Procedure --In meeting this component the exceptional student will share his knowledge and accomplishments in a presentation and/or act as a tutor for another student who wishes to learn more.

   d. Evaluation --Component five will be evaluated by counting the number of other students who progress through components one through five under the direction of the gifted students.

OBJECTIVE 1:

Need 1: There is a need to provide for students who at present have "out-distanced" the regular program and experience that can be currently offered in a classroom or class in academic subject areas.

Type of Objective: Student objective.

Objective: Twelve students in grades 4-6 will show measurable gains in academic stubject matter in which at present the student is "stopped." The subject areas selected will be the ones most preferred by the staff of each elementary school.

Explanation of Terms: The term "stopped" refers to the fact that the teacher does not have either the time and/or materials to enable the student to continue to advance in this area.

OBJECTIVE 2:

Need 2: There is a need to provide for students who at present have "out-distanced" the regular program and experience that can be currently offered in a classroom or class in the social skill area of helping others.

Type of Objective: Student objective.

Objective: Twelve students in grades 4-6 will show measurable gains in the social skill of helping others.

OBJECTIVE 3:

Need 3: There is a need to provide for students who at present have "out-distanced" the regular program and experience that can be currently offered in the classroom or class in the area of self-management. The skill chosen for first year program developments is the process of students evaluating their own performance.

Type of Objective: Student objective.

Objective: Twelve students in grades 4-6 will show measurable gains in the process skill of evaluating their own performance.

OBJECTIVE 4:

Need 4: There is a need to provide for students who at present have "outdistanced" the regular program and experience that can be currently offered in a classroom or class in physical education and the fine arts. The area chosen for program development by staff preference is the field of art.

Type of Objective: Student objective.

Objective: Twelve students in grades 4-6 will show measurable gains in the area of artistic expression.

OBJECTIVE 5:

Need 5: There is a need to provide for students who at present have "outdistanced" the regular program and experience that can be currently offered in a classroom or class in critical thinking skills.

Type of Objective: Student objective.

Objective: Twelve students in grades 4-6 will show measurable gains in critical thinking skills.

Explanation of Terms: Critical thinking will be defined as the process of critically examining information and making decisions. Critical thinking components to be examined could include: deduction, assumption finding, definition, explanation, determining reliability of evidence and authority, generalization, hypothesis testing, evaluating theories and detecting ambiguities.

APPLICATION OF PROJECT MODEL
Pilot Program

In March, 1974, staff was added to the project to aid in the development of this component. Procedures and tests were developed (and field tested) for identifying advanced 4-6 grade students in the areas of: marine science, electricity, language arts, fine arts, math. Instructional programs for advancing students in these specific areas were developed and field tested. The comprehensive model explained at the beginning of this chapter was used as a basis for program development.

This model provides for a variety of experiences aimed at enabling the student to develop awareness of the skill area, its application, skills and products. The model further provides for the advanced student to create products using his newly acquired skills and share this knowledge with others. In essence, this model prescribes a comprehensive program of awareness, relevancy, acquisition, application and sharing for advanced students.

A variety of individuals participated in developing the screening instruments. They included secondary level English and art teachers, artists from the community, elementary teachers and project staff. These instruments were then tested out to determine their ability to identify those students in need of advanced programs. The instruments were developed to assess the actual skills. In the fine arts areas the students were screened by having each student do drawings, painting, and claywork. Several experts (district art instructors) then reviewed the students' products using a pre-established criteria for selcting students for further work.

Screening in other areas was done using paper and pencil testing of skills and concepts related to the specific areas. Once the screening instruments were developed and field tested the project staff began work on developing the programs of advancement for each area. The programs were developed using a consistent model for development. Each broad skill area was broken down into two or more areas to allow the participating students some choice as to what they would study. The instructional programs for each area were then developed and packaged so that they could be administered to the advanced students by persons lacking vast knowledge and sophistication in all areas.

As soon as the programs were completed they were field tested with fourth, fifth, and sixth grade students. This initial testing was done by the program developers so they could "test out" their program and make the necessary revision.

It was anticipated that by September 5, 1974, screening procedures and instructional programs would be available for marine science, electricity, electronics, poetry, short-story writing, painting, drawing and claywork.

As of June 1, 1974, procedures and tests had been developed for screening 4-6 grade students in the areas of science, electricity, language arts, and fine arts. The screening procedures for math were not developed as planned. The table below shows the number of students screened in each area as well as the number of students identified as being in need of additional programs.

Table 1

Area	Number of Students Screened	Number of Students Identified*
Marine Science	759	16
Electricity	7	7
Language Arts	145	10
Fine Arts	100	24
Math	0	0
	Total Number of Students Served	57

*Only the top 5-6 percent of the students were identified for service during this initial pilot period.

The screening procedures for all areas have been revised, based on the initial field testing.

The following instructional packages were developed and field testing with advanced students. (See Appendix A for the developmental models for each area.)

I. Marine Science

   a. Laboratory Techniques
   b. Collection, Conservation, and Observation
   c. Oceanographic Instrument Usage
   d. Advanced Instrument Usage and Navigational Techniques

II. Electricity

   a. Shop Techniques
   b. Simple Circuits
   c. Circuits and Magnets
   d. Electricity (Individual Projects)
   e. Electronics

III. Language Arts

   a. Poetry
   b. Journalism
   c. Short Story Writing

IV. Fine Arts

   a. Introduction to Art
   b. Drawing
   c. Painting
   d. Claywork

V. Mathematics

--No instruction packages were available as of June 1, 1974.

All of the above listed instructional packages were developed to be used by teachers and other resource personnel who do not have knowledge and competencies in all areas.

These instructional packages were all field tested with advanced students from grades 4-6. Revisions were then done on all packages to prepare them for next year's implementation.

Planning for the following year included a major focus around refining the materials and procedures developed during this year. This would be done empirically through working with advanced students in the various skill areas. The project staff anticipates that specific advanced skill instructional programs would be completed for 4-6 grade students. These programs would be self-contained, including instruments and criteria for student identification, pre-assessment devices for dtermining what skills the student needed to learn, individuals and agencies in the community where the student could experience first hand the application of these skills in the world, procedures whereby the students could acquire the necessary skills, and evaluation procedures capable of assessing the effects of the program.

Initial First Year Program Design

The enrichment program in the North Kitsap School District has as its principle focus the development of application activities for students with advanced skills which can be evaluated. Approximately 100-125 students selected by a variety of screening procedures were selected to participate in programs in language arts (poetry, prose), art (drawing, painting, claywork) and science (electricity and marine science).

The unique quality of the North Kitsap Enrichment Center program for the talented is that the students are identified in their specific area or areas of talent and given opportunities to go into depth in those areas following an organized sequence of activities. This type of program does not force students to work on advanced subject matter in areas where they have not fully developed their basic skills or where they have no interest.

Curriculum for each of the programs developed follows a specific format where students develop new skills and expand already acquired skills according to a hierarchy of steps including skill awareness, acquisition, mastery application and sharing. Throughout each of these phases higher level thinking skills such as analysis, synthesis, and evaluation are emphasized. Students work on skills of elaboration, originality, divergent thinking and problem solving which are especially stressed in the "skill application" phase.

Each one of the four enrichment centers has a half-time instructor who is responsible for the basic skills and instruction of application projects. The project director designed the overall instructional program and specific ways to train people to teach components of that program. In this way continuity is maintained throughout the instructional sequence. The building resource assistants for each of the four buildings were chosen because of background in one or more of the subject areas.

They are then given training in direct instructional techniques so that they can effectively teach and evaluate small group instruction (10-12 students). This type of organization allows a program to incorporate talented people in the community into the school system and to make their talents available under the direction of professional educators.

Basically two types of evaluation procedures have been designed. The first consists of project developed paper and pencil instruments covering basic skill content. The major evaluation technique consists of establishing an evaluation rating or scoring paradym of actual student projects or photographs in such a way that a statistical analysis can be conducted. Qualified fourth grade students entering the program will be randomly assigned to establish a control group design.

Assessment

Art Assessment

Each child in grades 4, 5 and 6 was asked to complete a painting, drawing and claywork under standard directions. A panel of raters, the Title III enrichment director, staff and local junior and senior high art teachers selected participants for the art program. A blind selection procedure was used to avoid favoritism. Number values were not assigned to this initial assessment but samples are on file.

Language Arts Assessment

Here, standardized test scores were deemed an appropriate prerequisite to participation in the enrichment program. Therefore, in any case where there are more interested students than staff and facilities available or obtainable Metropolitan Reading and Language Arts Achievement scores of two years above grade level were required.

Electricity Assessment

All fourth, fifth and sixth grade students were given a paper and pencil test emphasizing problem solving situations, e.g., completing circuits, etc. Table 2 presents the scores for selected students and the overall class scores by grade.

Table 2

Means and Standard Deviations by Grade for Students Selected for Electricity Program and Nonselected Class Members' Scores

Grade	Number Selected	Mean	SD	Non-Selected Classmates	Mean	SD
4	7	37.4	9.6		19.0	5.9
5	5	50.9	4.4		24.2	9.0
6	30	46.9	4.1		27.3	8.3

Marine Science Assessment

Table 3 presents the assessment scores for selected students and overall class scores by grade.

Table 3

Means and Standard Deviations by Grade for Students Selected for the Marine Science Program and Nonselected Class Members' Scores

Grade	Number Selected	Mean	SD	Non-Selected Classmates	Mean	SD
4	3*	38.0	1.73		16.5	6.8
5	3	41.1	1.00		21.3	6.8
6	7	44.5	5.1		19.5	6.9

*Eight students admitted last spring on pilot form not shown here.

The number of students in each part of the enrichment program is presented below:

Art	43
Language Arts	45
Marine Science	21
Electricity	42

Students identified as being in the top ten percent in art, marine science, language arts and electricity received advanced (enrichment) programs for the area in which they were identified such that significant differences on pre-post measures would occur.

Electricity

All pretesting has been completed. An item analysis of pre-data was used to establish the sensitive test items, i.e., items not completed on pretest. Post test results will be presented in the annual report.

Marine Science

The curriculum and testing instruments and testing procedures have been substantially altered to relfect more emphasis on application activities. All pretesting on the revised program has been completed.

Art and Language Arts

The evaluation methodology for art and language arts is based on blind inspection of samples of students' work emphasizing various skills by a panel of three raters prior to and following instruction. The panel consisted of two members of the community with demonstrated experience, e.g., formal training and publication exhibitions, etc. The third member was a classroom teacher with a particular interest in art or language arts.

The raters were given two basic tasks. Task one consisted of rating each work in a randomized stack on a scale of one to seven with a written definition and actual work example displayed for each each of the continuum as recommend by Guilford (1954). For task two each evaluator was asked to make a forced choice of "better" on paired sample (pre and post) of each participant's work.

The reliability of the three raters was established by the interclass correlation as described by Guilford (1954), page 386, on drawing (contour line) and poetry (overall quality of writing pre and post samples). Table 4 presents the summary table for the raters' reliability on contour line pre-samples which was r.88.

Table 4

Summary Table for Reliability by Interclass
Correlation of Three Raters' Evaluations
on Contour Line Pre-Drawings

Source	Sum of Squares	Degrees of Freedom	Variance
Persons	98.67	14	7.04
Raters	.13	2	*
Errors	23.20	28	.82
Total	122.00	44	*
r = .88			

*Variance not needed and not computed.

The other reliabilities of raters were respectively as follows: r.50, .45, .41. The summary tables are presented in Appendix B.

The significance of differences between pre and post ratings for each skill area was analyzed using the Wilcoxon Matched-Pairs Signed Ranks Test (Siegal, 1956) and the results are shown in Table 5 on the following page.

Table 5

Table of t Values From the Wilcoxon Matched Pairs
Signed-Ranks Test for Three Raters;
Evaluation of an Enrichment Program in
Art and Language Arts (Poetry)

Program Component	Number of Rated Sample Pairs	Obtained Wilcoxon t Value	*Significance Level: One-Tailed
Contour	15	5.5	P< .005
Three Dimensionality	18	0.0	P< .005
Proportion	21	0.0	P< .005
Shading	21	6.0	P< .005
Detail	21	0.0	P< .005
Poetry Over-All Quality	30	-4.607	P< .005

*Values from Table G; Siegal, 1956, page 254.

The ratings for the forced choice selection of "better" for a matched pre post pair were analyzed using the Binomial Test (Siegal, 1956) and are seen in Table 6.

Table 6

Summary of the Binomial Tests (Large Sample Normal Approximation)
of Forced Choice Ratings of "Better" by Three Raters on Randomly
Selected Pre-Post Art and Poetry Sample Pairs

Program Area	Frequence of Sample Chosen As Better		Large Sample Z	One-Tailed Probability Under the Null
	Pre	Post		
Contour	8	37	- 4.17	< .001
3 D	4	50	- 6.12	< .001
Drawing	8	60	- 6.18	<.001
Painting	6	39	- 4.77	< .001
Poetry Overall Quality	4	86	- 8.54	< .001

Two writing skills evaluated, but not yet analyzed, are descriptive use of adjectives and imagery in poetry. The problem being that separate random samples of pre and post work rather than random pairs of students' work were used. The appropriate analysis appears in the annual report. The annual report will also include evaluation of claywork, painting and short story writing.

The results of the enrichment program are especially gratifying because this is essentially the first year of the project. The results clearly indicate that the instruction is producing the effects desired in areas often viewed as not susceptible to evaluation. The evaluation procedures have resulted in reasonable reliability in a difficult measurement area. Further, refinements using a more complete analysis procedure may reduce the unspecified error variance and thus improve the reliability estimates. Validity is an interesting consideration given the applied nature of the student outcomes. This is especially evident in language arts. Here a Title III project may well assist the predictive validity of the vaunted standardized test. That is, even children scoring very high in language arts and reading Metropolitan Tests have shown considerable improvement in their ability to actually generate language arts works.

APPENDIX A

Developmental Models for Subject Areas to be Covered in Enrichment Center Programs

BASIC AND ADVANCED SKILL AREAS FOR EXCEPTIONAL CHILDREN

ACADEMIC

*Language Arts (Including Reading)
*Math
*Science

PERCEPTUAL-MOTOR

Physical Education
*Art
Music

SELF-MANAGEMENT

Initiating Tasks
Managing Time Well
*Evaluating Own Performance

SOCIAL SKILLS

*Helping Others
Relates to Others

THINKING SKILLS

*Problem Solving
*Decision Making
*Inquiry Strategies
*Productive Thinking

*First Year Development On Gifted

HIERARCHY OF SKILL LEARNING FOR EXCEPTIONAL CHILDREN

SKILL AWARENESS

Relevance and Awareness

SKILL ACQUISITION

Learning Concepts and Principles

SKILL MASTERY

Learning How To Do

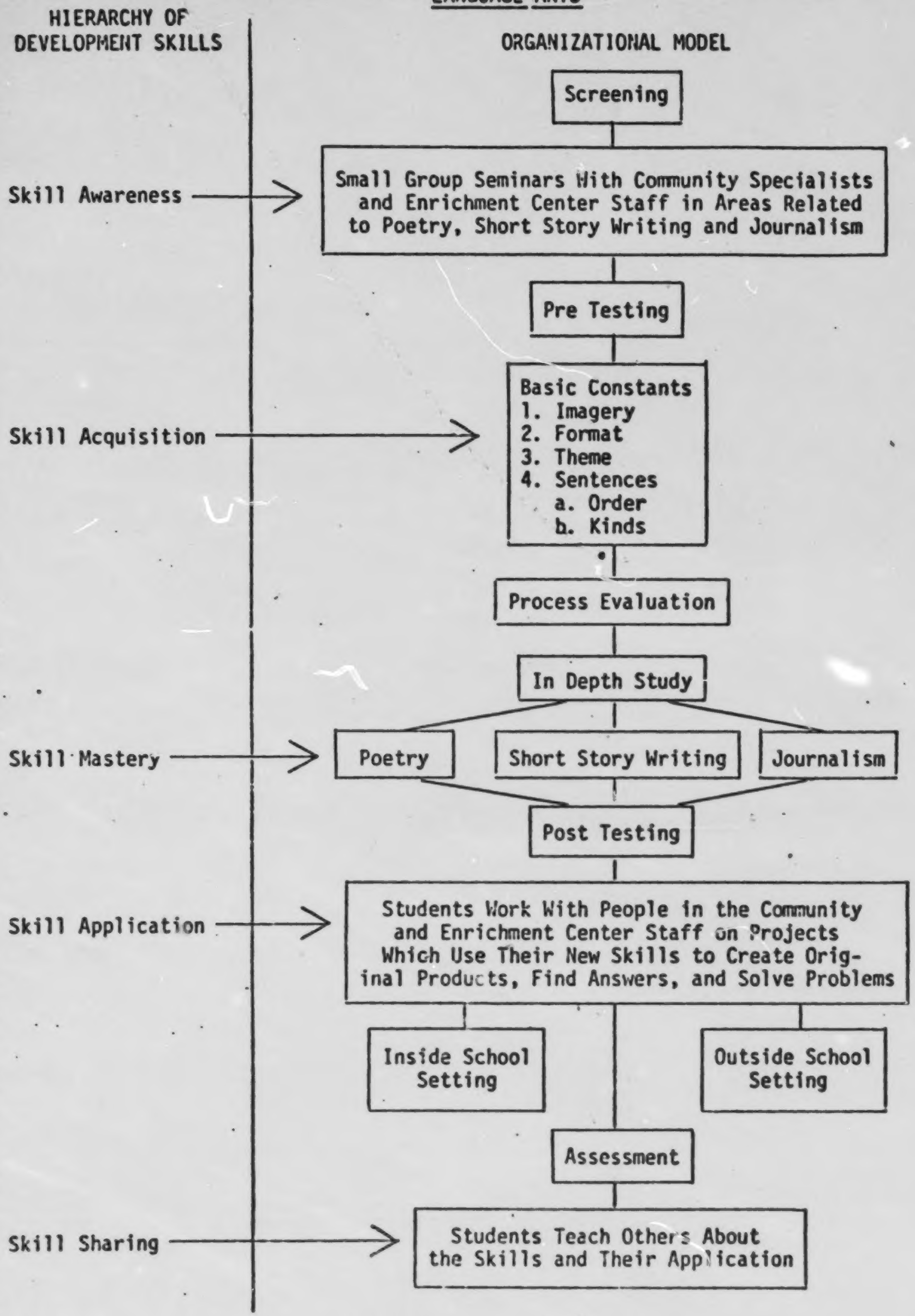
SKILL APPLICATION

Applying the Skills In the Real World

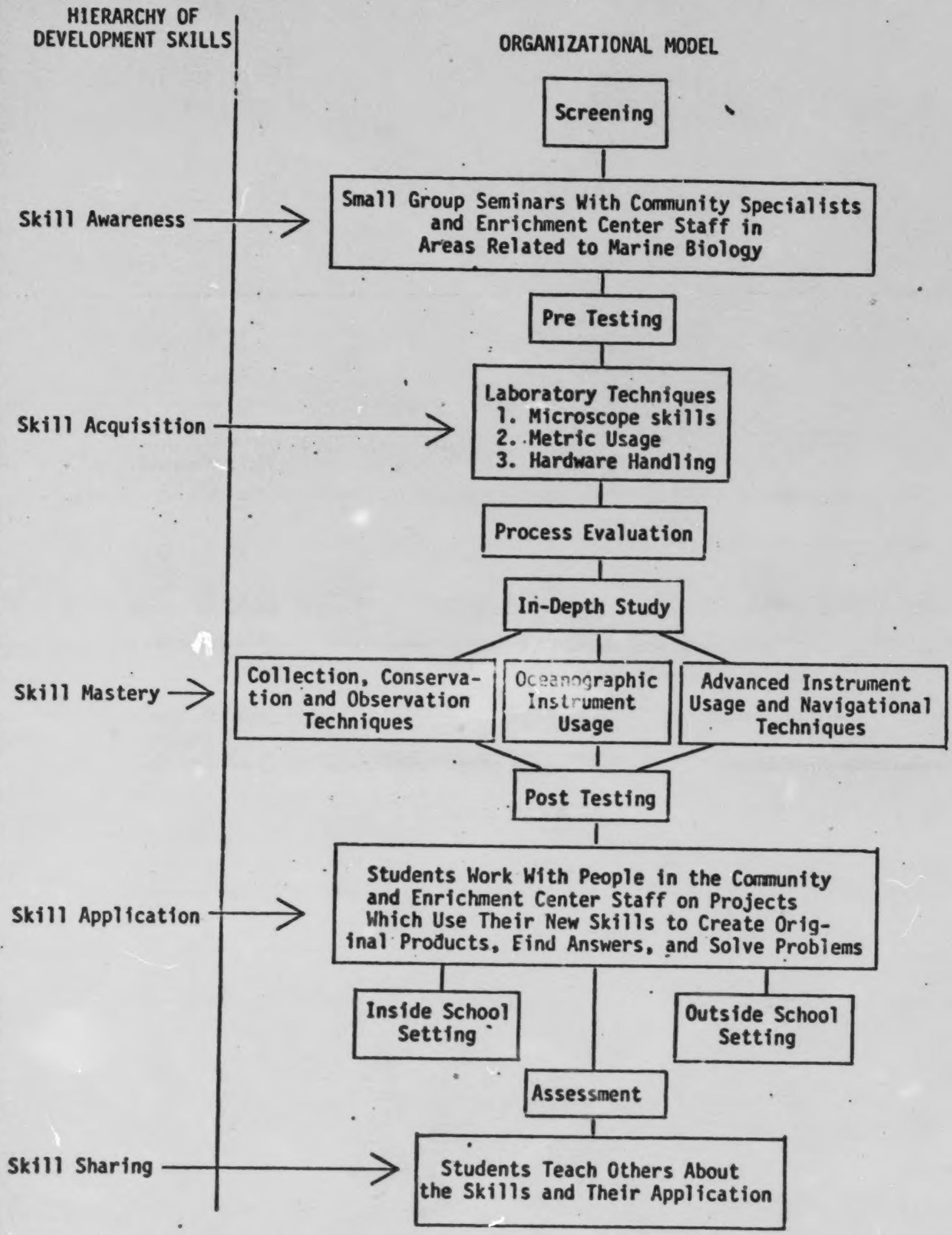
SKILL - SHARING

Teaching Others To Do

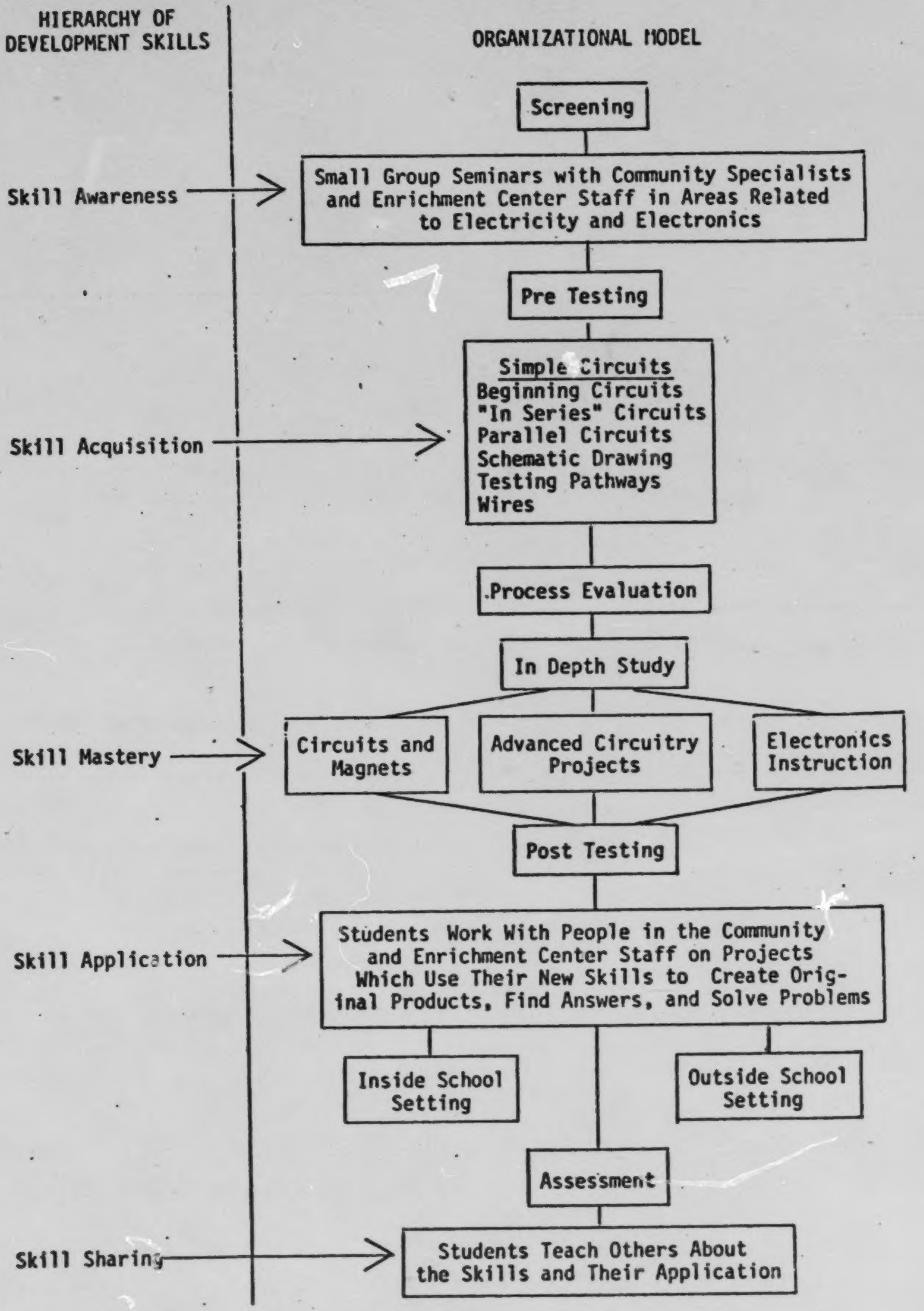
LANGUAGE ARTS


HIERARCHY OF DEVELOPMENT SKILLS
ORGANIZATIONAL MODEL
Screening
Skill Awareness
Small Group Seminars With Community Specialists and Enrichment Center Staff in Areas Related to Poetry, Short Story Writing and Journalism
Pre Testing
Skill Acquisition
Basic Constants
1. Imagery
2. Format
3. Theme
4. Sentences
a. Order
b. Kinds
Process Evaluation
In Depth Study
Skill Mastery
Poetry
Short Story Writing
Journalism
Post Testing
Skill Application
Students Work With People in the Community and Enrichment Center Staff on Projects Which Use Their New Skills to Create Original Products, Find Answers, and Solve Problems
Inside School Setting
Outside School Setting
Assessment
Skill Sharing
Students Teach Others About the Skills and Their Application

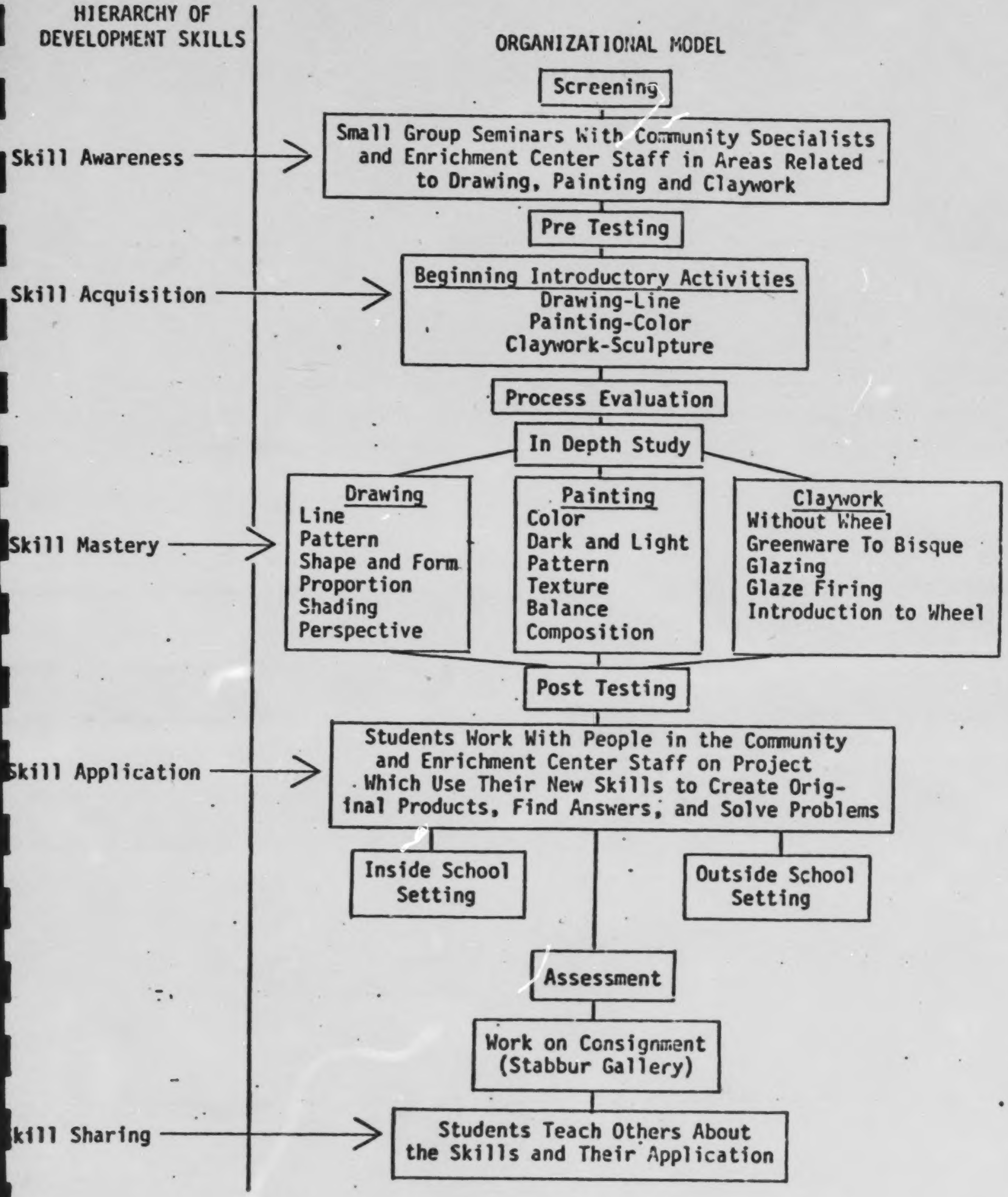
MARINE SCIENCE


HIERARCHY OF DEVELOPMENT SKILLS
ORGANIZATIONAL MODEL
Screening
Skill Awareness
Small Group Seminars With Community Specialists and Enrichment Center Staff in Areas Related to Marine Biology
Pre Testing
Skill Acquisition
Laboratory Techniques
1. Microscope skills
2. Metric Usage
3. Hardware Handling
Process Evaluation
In-Depth Study
Skill Mastery
Collection, Conservation and Observation Techniques
Oceanographic Instrument Usage
Advanced Instrument Usage and Navigational Techniques
Post Testing
Skill Application
Students Work With People in the Community and Enrichment Center Staff on Projects Which Use Their New Skills to Create Original Products, Find Answers, and Solve Problems
Inside School Setting
Outside School Setting
Assessment
Skill Sharing
Students Teach Others About the Skills and Their Application

ELECTRICITY


HIERARCHY OF DEVELOPMENT SKILLS
ORGANIZATIONAL MODEL
Screening
Skill Awareness
Small Group Seminars with Community Specialists and Enrichment Center Staff in Areas Related to Electricity and Electronics
Pre Testing
Skill Acquisition
Simple Circuits
Beginning Circuits
"In Series" Circuits
Parallel Circuits
Schematic Drawing
Testing Pathways
Wires
Process Evaluation
In Depth Study
Skill Mastery
Circuits and Magnets
Advanced Circuitry Projects
Electronics Instruction
Post Testing
Skill Application
Students Work With People in the Community and Enrichment Center Staff on Projects Which Use Their New Skills to Create Original Products, Find Answers, and Solve Problems
Inside School Setting
Outside School Setting
Assessment
Skill Sharing
Students Teach Others About the Skills and Their Application

ART



HIERARCHY OF DEVELOPMENT SKILLS

ORGANIZATIONAL MODEL

Screening

Skill Awareness → Small Group Seminars With Community Specialists and Enrichment Center Staff in Areas Related to Drawing, Painting and Claywork

Pre Testing

Skill Acquisition → Beginning Introductory Activities
Drawing-Line
Painting-Color
Claywork-Sculpture

Process Evaluation

In Depth Study

Skill Mastery →

Drawing
- Line
- Pattern
- Shape and Form
- Proportion
- Shading
- Perspective

Painting
- Color
- Dark and Light
- Pattern
- Texture
- Balance
- Composition

Claywork
- Without Wheel
- Greenware To Bisque
- Glazing
- Glaze Firing
- Introduction to Wheel

Post Testing

Skill Application → Students Work With People in the Community and Enrichment Center Staff on Project Which Use Their New Skills to Create Original Products, Find Answers, and Solve Problems

Inside School Setting

Outside School Setting

Assessment

Work on Consignment (Stabbur Gallery)

Skill Sharing → Students Teach Others About the Skills and Their Application

APPENDIX B

Complete Sum of Squares Table for Rater Reliability

APPENDIX B

Complete Sum of Squares Table For Rater Reliability

CONTOUR POST

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	VARIANCE
Persons	37.24	14	2.66
Raters	14.24	2	
Errors	31.76	28	1.32
Total	83.24	44	
r = 0.50			

POETRY PRE

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	VARIANCE
Persons	126.10	29	4.34
Raters	20.46	2	
Errors	137.54	58	2.37
Total	284.10	99	
r = .45			

POETRY POST

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	VARIANCE
Persons	147.56	29	5.08
Raters	7.76	2	
Errors	121.57	58	2.09
Total	276.89	89	
r = .41			

CHAPTER 3

EVALUATION OF NORTH KITSAP SCHOOL DISTRICT'S PROGRAM FOR EXCEPTIONAL STUDENTS 1974-75

This chapter presents the evaluation of the North Kitsap School District Enrichment Center Program after its first year of operation.

The objectives of the program are stated and the means by which each of these were met is presented below.

Objective 1: At least 80% of the district's 4-6 grade population will be assessed in the areas of art, science, and language arts and to identify those students who have outdistanced the existing program and are in need of advanced programs.

Art Assessment

Each child in grades 4, 5, and 6 (recommended by the classroom teachers as having potential in art) was asked to complete a drawing under standard directions. A panel of raters, the Title III Enrichment Director, staff and local junior and senior high art teachers, selected participants for the art program. A blind selection procedure was used to avoid favoritism. Based on these procedures approximately forty-three children were selected.

Language Arts Assessment

Here, standardized achievement test scores (Metro) were available and deemed appropriate screening instruments. Children with the highest scores were selected first. The lowest scores for the forty-five participants were at least two years above grade level on the reading-language arts section.

Electricity Assessment

All fourth, fifth and sixth grade students were given a paper and pencil test emphasizing problem solving situations, e.g., completing circuits, etc. Table 1 presents the scores for selected students and the overall class scores by grade.

Table 1

Means and Standard Deviations by Grade for Students
Selected for Electricity Program and
Nonselected Class Members' Scores

Grade	Number Selected	Mean	SD	Nonselected Classmates	Mean	SD
4	7	37.4	9.6		19.0	5.9
5	5	50.9	4.4		24.2	9.0
6	30	46.9	4.1		27.3	8.3

Marine Science

Table 2 presents the assessment scores for selected students and overall class scores by grade.

Table 2

Means and Standard Deviations by Grade for Students
Selected for the Marine Science Program and
Nonselected Class Members' Scores

Grade	Selected	Mean	SD	Nonselected	Mean	SD
4	3*	38.0	1.73		16.5	6.8
5	3	41.1	1.00		21.3	6.8
6	7	44.5	5.1		19.5	6.9

*Eight students admitted last spring on pilot form now shown here.

Objective 2: Students identified as being in the top ten percent in art, marine science, language arts and electricity will receive advanced (enrichment) programs for the area in which they were identified such that significant differences on pre-post measures will occur.

Art and Language Arts

The evaluation methodology for art and language arts is based on blind inspection of samples of students' work emphasizing various skills by a panel of three raters prior to and following instruction. The panel consisted of two members of the community with demonstrated experience, e.g., formal training and publications exhibitions, etc. The third member was a classroom teacher with a particular interest in art or language arts.

The raters were given two basic tasks. Task one consisted of rating each work in a randomized stack on a scale of one to seven with a written definition and actual work example displayed for each end of the continuum as recommended by Guilford (1954).

The reliability of the three raters was established by the interclass correlation as described by Guilford (1954, page 396), on drawing (contour line) and poetry (overall quality of writing pre and post samples). Table 3 presents the summary table for the raters' reliability on contour line pre-samples which was 7.88.

Table 3

Summary Table for Reliability by Interclass Correlation of Three Raters' Evaluations on Contour Line Pre-Drawings

Source	Sum of Squares	Degrees of Freedom	Variance
Persons	98.67	14	7.04
Raters	.13	2	*
Errors	23.20	28	.82
Total	122.00	44	*
r = .88			

*Variance not needed and not computed.

Using the same analysis, the reliabilities of contour-post .50, poetry-pre .45 and poetry-post .41 were recorded.

The significance of differences between pre and post task one ratings for each skill area was analyzed using the Wilcoxon Matched-Pairs Signed Ranks Test (Siegal, 1956) and the results are shown in Table 4.

Table 4

Tables of t Values from the Wilcoxon Matched Pairs Signed-Ranks Test for Three Raters; Evaluation of an Enrichment Program in Art and Language Arts (Poetry)

Program Component	Number of Rated Sample Pairs	Obtained Wilcoxon t Value	*Significance Level; One-Tailed
Contour	15	5.5	P < .001
Three Dimensionality	18	0.0	P < .005
Proportion	21	0.0	P < .005
Shading	21	6.0	P < .005
Detail	21	0.0	P < .005
Poetry Overall Quality	30	- 4.607	P < .005

*Values from Table G; Siegal, 1956, page 254.

For task two each evaluator was asked to make a forced choice of "better" on paired samples (pre and post) of each student's work. The ratings for the forced choice selection of "better" for a matched pre-post pair were analyzed using the Binomial Test (Siegal, 1956).

The results for the art skills of contour, three dimensionality, overall quality of drawing, painting, and poetry are presented in Table 5 on the following page.

Table 5

Summary of the Binomial Tests (Large Sample Normal Approximation) of Forced Choice Ratings of "Better" by Three Raters on Randomly Selected Pre-Post Art and Poetry Sample Pairs

Program Area	Frequency of Sample Chosen as Better		Large Sample Z	One-Tailed Probability Under the Null
	Pre	Post		
Contour	8	37	- 4.77	< .001
3 D	4	50	- 6.12	< .001
Drawing	8	60	- 6.18	< .001
Painting	6	39	- 4.77	< .001
Poetry Overall Quality	4	86	- 8.54	< .001

By the end of the year the following skills were completed for evaluation: surface design and glazing claywork, quality of construction and proportion in claywork, and prose writing-overall quality. Because both task one and task two use essentially the same non-parametric distribution conversion with the same significant result, the task two rating of "better" design was used with the claywork and prose skills.

The two raters evaluating the claywork had a percent agreement reliability of 100%. In 100% of the cases, their ratings of "better" were assigned to post samples for surface and glazing quality. In only one instance. of fifteen randamly selected pairs rated for construction and proportion, was a "better" rating assigned to a pre sample, an obviously significant favorable effect for claywork evaluations. A similar effect was shown for the prose evaluation. The percentage agreement reliability of the three raters was 100% and again in 100% of the comparisons "better" ratings were assigned to post samples of students' prose compositions.

Electricity and Marine Science

A project constructed test was used to evaluated the effects of the enrichment curriculum instructional packages at the level of skill mastery for marine science and electricity students. These tests were administered on a pre-post basis. In the case of the marine science, major curriculum revisons and some revision of the test structure resulted in analyses of test results for only the thirteen (of the 26 students) beginning the program at midyear.

Table 6 presents the findings of the marine science testing.

Table 6

Analysis of Marine Science Test Scores Using the t Test for Related Measures for 4th, 5th and 6th Grade Enrichment Program Students

N = 13	Pre Score	Post	df	t	Sig. Level
	Mean 37.9*	Mean 52.8	12	8.37	P<.01
	SD 7.9	SD 7.9			

*Total possible score = 24.

The post test score gains for marine science students were clearly significant (.01). Arrangements were made at post testing for the collection of scorer reliability. This information plus split-half reliability will be analyzed and presented in the coming year of operation.

A similar testing program was conducted for all fourth, fifth, and sixth grade students in the electricity program. The results are shown in Table 7.

Table 7

Analysis of Electricity Test Scores Using the t Test of Related Measures for 4th, 5th and 6th Grade Enrichment Program Students

N = 13	Pre Score	Post	df	t	Sig. Level
	Mean 30.0	Mean 43.9	35	12.3	P<.01
	SD 8.4	SD 4.1			

Here again the pre-post scores were significantly different (.01) in the desired direction. The six students missing from the analysis do not represent a systematic effect, such as dropping out of the program, but were simply missing due to illness or absence, for either a pre or post test needed for the matched pair design requirement. As with the marine science evaluation, scorer reliability data was collected. This and a split-half reliability analysis will be analyzed and presented next year.

Analyses of Program Outcomes

The results of the screening process were very encouraging. The project-developed methods were shown to provide differentiation between selected and non-selected students. This is illustrated by the clearly separate distributions for selected and non-selected students in marine science (Table 1) and electricity (Table 2). As a result of the screening process, over 100 students with interest in participating and who had outdistanced programs available were identified.

The sensitivity of the screening process to detect children with potential became more apparent, e.g., when the screening samples in art were compared to post instruction samples. That is, even though the quality of selected students' work could be obviously differentiated in most cases by raters from non-selected works during screening, the marked improvement which resulted from instruction was surprising even to the staff and project developer.

The results clearly indicate that students with a limited access to a well-sequenced curriculum designed to generate student projects do in fact demonstrate observable growth in the creative application of these skills. The data also indicate that these observations can be reliably made between different evaluators.

In the marine science and electricity programs, paper and pencil evaluation aimed at content and problem-solving indicated the achievement of significant gains. In terms of construction the results are encouraging, e.g., for sensitivity and lack of ceiling effect. Further analysis of the reliability of the instrument needs to be conducted. Although application projects were completed and evaluated by the staff and program developer for instructional decision making in electricity and marine science, work remains to be done in developing a format to present an evaluation of these projects. This discrepancy was in part due to a major revision of the marine science curriculum from presentation content to an enhanced emphasis of application and problem-solving. In addition, cumbersome procedures of application project data collection which unfortunately interfered with electricity will help overcome this discrepancy next year.

Comments and Recommendations

The unique quality of the North Kitsap Enrichment Center Program for the talented is that students are identified in their specific area of interest or talent and given opportunities to go into depth in those areas following an organized sequence of activities. This type of program does not force students to work on advanced subject matter in areas where they have not fully developed their basic skills.

Curriculum for each of the programs developed follows a specific format where students develop new skills and expand already acquired skills according a hierarchy of steps including skill awareness, acquisition, mastery application and sharing. Throughout each of these phases higher level thinking skills such as analysis, synthesis, and evaluation are emphasized, The results of the enrichment program are especially gratifying because this is essentially the first year of the project. The results clearly indicate that the instruction is producing the effects desired in areas often viewed as not susceptible to evaluation. The evaluation procedures have resulted in good reliability in a difficult measurement area.

In the area of screening in art, one recommended change is being considered by the project staff. An attempt will be made to expand screening beyond an initial selection of teacher referrals at least in the areas of drawing.

Although a broader base for screening is certainly desirable, the difficulties are considerable. In addition to time, a major factor in a district with no ongoing art program, the expense in the area of claywork can be considerable. However, children who haven't really been noticed or who are not thought of as advanced in other subjects might be identified by a more comprehensive art screening process.

Another recommendation put forth in the continuation proposal for 1975-76 was the establishement of an experimental design, i.e., some form of control group. Finally, in the following year will be seen the more active participation of community members and the parent advisory group.

CHAPTER 4

PROPOSED PROGRAMS AND EVALUATION PROCEDURES FOR EXCEPTIONAL STUDENTS IN THE NORTH KITSAP SCHOOL DISTRICT, 1975-76

PROPOSED PROGRAMS AND EVALUATION PROCEDURES FOR EXCEPTIONAL STUDENTS IN THE NORTH KITSAP SCHOOL DISTRICT, 1975-76

The following chapter presents the operational procedures for the Enrichment Center Program for the school year 1975-76. The posposal includes:

Intervention Process

Evaluation Design

Data Collection

Evaluation Instruments

Control Group Selection

Intervention Process

An enrichment center will be operated in each of the four elementary schools in the North Kitsap School District for students in grades 4, 5 and 6 with course offerings in the following subject areas: science, language arts and art. All activities will be available in all of the four centers. The program will be conducted for approximately 100-125 students (grades 4-6), identified as advanced by project staff-constructed or standardized instruments such that panel ratings of student generated projects (poems, stories, electrical devices, etc.) and/or test scores, as specified by program below, will result in statistically significant (.05) improvement. Although new programs in North Kitsap School District have been established for post elementary level students, such as the Marine Science Lab and various technical/vocational programs, prior to the enrichment center program no methods existed to identify or deliver programs of advancement. Students are identified for each program in the following ways:

Science--Paper and pencil assessment tools and manipulative project construction tasks in the specific subject areas of electricity and marine science designed by people with experience in the field.

Language Arts--Achievement tests.

Art--Individual project constructions in drawing, painting and claywork emphasizing student approach, process and product.

Teacher recommendation is used in conjunction with all the above identification procedures.

Students may participate in a maximum of two programs. These are offered from two to six hours a week during the school day. The sequence of instruction for each subject area is as follows:

Marine Science--Initial emphasis on basic laboratory skills, e.g., metric measurement, use of microscopes, use of glassware, and oceanographic instruments. The program culminates in application-type activities involving field studies and experimental simulations.

Electricity--Primary focus on basic circuitry and vocabulary development. These skills will be illustrated by completion of various electrical devices, e.g., galvanomotors, motor buzzers and students' own inventions. More advanced instruction is then available to allow students to produce more sophisticated projects.

Language Arts--Students will work initially in four major skill areas: imagery (similes, metaphors, personifications); vocabulary (descriptive adjectives, word expansion); sentences (order, types); format (organization, theme). Upon mastery of these skills students may go on to one of the following, in depth: poetry, short story writing, or journalism. After students have had direct instruction in these areas from the general staff, they will work with professionals in the community on further application of these skills.

Art--Exposure of students to basic skills in the three areas of drawing, painting and claywork. Upon demonstration of mastery of these skills students work in depth on individual projects in the area of their choice with guidance from staff instructor on setting up course of study within the specified sequence of objectives. Instruction in art will also include small group seminar sessions with community artists which will be coordinated by the parent/community advisory council.

The unique quality of the North Kitsap Enrichment Center program for the talented is that students are identified in their specific area or areas of talent and given opportunities to go into depth in those areas following an organized sequence of activities. This type of program does not force students to work on advanced subject matter in areas where they have not fully developed their basic skills or where they have no interest.

Curriculum for each of the programs developed follows a specific format where students develop new skills and expand already acquired skills according to the following hierarchy of steps. Throughout each of these phases higher level thinking skills such as analysis, synthesis, and evaluation are emphasized. Students work on skills of elaboration, originality, divergent thinking and problem solving which are especially stressed in the "skill application" phase.

Skill Awareness: By use of enrichment center staff, community members and community facilities, students are exposed to the various ways that their skills, when further developed and expanded, can be applied outside of the school environment.

Field trips and small group seminars with community craftsmen, artists, engineers, electronics specialists, journalists, poets and marine biologists will be organized by the enrichment center staff and the parent/community advisory board. These meetings will take place in the school or homes and businesses of the community members. An overview of different types of skills, use of skill, and applications of skills will be discussed. Students will also become aware of the different careers that are available for people with a background in their specific area of talent.

Skill Acquisition: Students are introduced to a series of different activities in each of the four subject areas. For example, in art, students experiment with various media in an organized sequence of lessons in drawing, painting and claywork. This enables the student to find the area of art in which he is most comfortable and pursue this in depth.

In marine science, students begin working on experiments dealing with laboratory techniques (microscope skills, metric usage, hardware handling) in order to enable them to become familiar with the use of the various tools of the marine scientist. This basic knowledge is needed in order to continue with other more advanced marine science projects and field studies in which analysis, evaluation and problem solving are emphasized.

Skill Mastery: Based on a joint student and staff evaluation of performance on the initial introductory activities, children then make a decision as to which specific skills that they want to pursue in depth.

In art, drawing, painting, and claywork are the alternative choices; in marine science, collection, conservation and observation techniques and oceanographic instrument usage.

Each is an individual program unto itself and contains specific skills which the student is asked to demonstrate. For example, after completion of the painting sequence the student will show proficiency in various uses of color, dark and light, pattern, texture, balance, and composition in four to five completed drawings.

In language arts, after completion of activities stressing various poetic forms, patterns and styles, students are asked to demonstrate use of imagery, theme, and format in a series of six to ten finished pieces of writing.

Skill Application: Students apply skills to projects both inside and outside of the school situation. Field studies and simulation activities take place in the school environment culminated by sessions out in the community where students work with people who have backgrounds in their particular skill. Publishing poetry and prose in a literary magazine, working on local newspapers with reporters, building intercom systems, working with members of the telephone company and setting up ecological balance studies and navigational projects in Puget Sound are some examples of advanced activities. In connection with the art program, if desired, students can place finished pieces of art work on consignment at a local gallery.

Examples of specific application activities would be the open-ended problem solving situations in marine science and electricity where the students are asked to generate many possible ways to attack a problem to obtain an answer. Here they are asked to synthesize their own framework, variables, constants, methods analysis, etc.. They also work on problem situations where they are asked to apply critical and analytical thinking skills along with acquired knowledge in marine science and electrical circuitry.

In language arts, students work on brainstorming activities to promote fluent thinking and word and sentence expansion to develop elaboration and flexibility. Originality and imagination are stressed as each student's individual style of writing is developed in their poetry and short story examples.

As students experiment with various media and alternative techniques in art, they are learning to become both flexible and original in approach and with each finished product learn to analyze their own work in order to make changes to make it better and so in the end they themselves are pleased with the results.

Skill Sharing (Transfer): At this point students are ready to share their advanced skill with others, either by bringing people to their place of involvement in the community or holding small seminar sessions in the school. By setting up instruction for others they develop skills in organization, accepting responsibility, and building self-confidence.

In marine science, students bring small groups of four or five first and second grade children to the Marine Environmental Lab for a series of three lessons on "Marine Animals, Their Habits and Habitats". These activities may also be done at the elementary schools as well. Other teaching activities in marine science may include: a boat trip to explain navigational skills (plotting of courses and use of tools) or conducting a guided tour through the "oyster farm" to explain growth, maturity and cultivation.

In language arts, students read their poetry and short stories to young children and write and illustrate children's books to be placed in the school library. Fifth and sixth grade students explain simple circuitry to groups of third grade children in a four session unit while more advanced students work with some of their peers to explain use of soldering techniques, ohm meters, resistance, and radio transmission.

On the following pages are the organizational models for each of the programs. Included on the left side are the steps of skill development as they correspond to the model.

Each one of the four enrichment centers has a half-time instructor who is responsible for the basic skills and instruction of application projects. The project director designed the overall instructional program and specific ways to train people to teach components of that program. In this way continuity is maintained throughout the instructional sequence. The building resource assistants for each of the four buildings were chosen because of background in one or more of the subject areas. They are then given training in direct instructional techniques so that they can effectively teach and evaluate small group instruction (10-12 students). This type of organization allows a program to incorporate talented people in the community into the school system and to make their talents available under the direction of professional educators.

For the school year, 1975-76, the project director will add to and refine actual instructional procedures that will be compiled for an exportable inservice training program. Prior to the time that each curriculum area is initiated, the project director will conduct approximately five half-day sessions of inservice related to each enrichment program area for professional and non-professional staff. Throughout the year additional training sessions will be offered as new material is added to the program. Training will focus on introduction of skills, a variety of teaching strategies and identifying and evaluating procedures.

A model for a parent/community advisory council was developed by the project director in the spring of 1975. (See Appendix A.) Their responsibilites for the year of the project will be: (1) Interpret the program to the community; (2) Assist in the instructional operation of the program under the direction of the program director; (3) Assist in the evaluation procedures.

Evaluation Design

The evaluation process is designed to be compatible with the emphasis on application skills which results in student productions in each of the enrichment curriculum areas, i.e., language arts, art, marine science and electricity.

Language Arts: Screening procedures will be used to identify the upper 10 to 15 percent of the fourth grade students on the Metropolitan Achievement Test. In the current year, students selected were at least two years above grade level in this test. From this distribution, students will be randomly assigned to project participation or a control group. Pre-post samples of student works collected under standard conditions in poetry and prose will be paired and (unidentified) randomly presented for rating by a panel with experience in prose or poetry. The panel rating of experimental and control fourth grade students will be compared. A separate analysis will be conducted on panel ratings of 5th and 6th grade students in language arts because a non-random control group will of necessity be used. Students with screening scores nearest to those selected last year will serve as a control population. Because of the relatively large number of students scoring two years above grade level on Metropolitan in language arts and the necessarily limited number of participants, the control population should be quite comparable.

Art: Based upon an initial evaluation, an art screening project for teacher referred students a randomly selected experimental and control group of fourth grade students will be established. As with language arts, an analysis of panel ratings will be used to compare the experimental and control groups. Because screening data is not available for non-selected fifth and sixth grade students now participating in the art program, a similar control group is not available. The significance of treatment effect will be evaluated by comparing on a matched pair basis (unidentified) ratings of students pre and post instruction projects.

Electricity/Marine Science

Selection of a true control group for entering fourth grade students in electricity and marine science will be based upon selection from the highest screening test (paper and pencil) scores available to the point where a minimum of fifteen students are available for each group, experimental and control.

In the electricity program photographs of student-made devices will be scored on a pre-established criteria by the program developer. Schematic drawings and a test of electrical terms will also be analyzed to compare the experimental and control group students.

In marine science a project-designed paper and pencil test of marine science course content, experimental simulations and field work projects will be evaluated. The results will be used to compare the experimental and control group fourth grade students.

Due to the dissimilarity of screening scores between the selected and non-selected returning fifth and sixth grade students in marine science and electricity, an equivalent control group is not available. However, students' work will be evaluated in terms of pre-post differences to provide an analysis of program impact.

Data Collection

Screening and evaluation data collection are described for the language arts, art, and science program.

SCREENING:

Language Arts: Metropolitan Achievement Tests are given by the North Kitsap School District instructional staff. These records are used for screening.

Art: Building resource assistants in September will assemble 4th grade students, selected by teachers in groups of five, in enrichment center area for two hours and give standard directions for collection of sample works. These samples will be evaluated by the program developer and her designated panel for qualifying students to participate.

Science: Building resource assistants have been trained to administer in each classroom a paper and pencil screening for electricity and marine science program selection. This will be done in September.

EVALUATION:

Language Arts/Art: All prose, poetry and art pre-instruction samples will be collected by the building resource assistants under the supervision of the program developer. After a week or so, familiarization with the enrichment center children fourth grade experimental and control students will be asked (by standardized directions) to generate the required pre samples. Post sample works after instruction begins will be collected on a routine basis for each art form taught.

Electricity/Marine Science

Building resource assistants will ask (under standard instruction) students to construct a variety of electrical devices illustrating various properties of electricity. The associated schematic drawing and vocabulary will be given prior to the initiation of instruction. The same general procedures will be used to collect marine science pretest data. Post testing on paper and pencil evaluations will occur in April. Field projects will be collected as they are completed. The screening and pretesting for all the enrichment program will be completed by the third week of October.

It is at present planned to collect and analyze data for all project participants. In any case where the volume of data becomes impractical to process, a random selection of total available data will be made. Data collected on all students will allow audit to assure equivalency in any questionable case.

Evaluation Instruments

Language Arts/Art

Given paired pre-post samples of students' productions in drawing, painting, claywork, poetry, and prose writing a panel with experience in the art form to be evaluated will select on specified dimensions one sample of "better". Results will be analyzed to determine if a statistically significant proportion of rating of "better" was attached to post program samples.

Inter-rater reliabilities of the three member panel of raters with experience on three sub-skills ranged from .88 to .41. It is anticipated that a refined statistical procedure will allow further reduction in the unaccounted-for error term which shoudl increase the inter-rater reliability.

The validity of the measure is established by the fact the raters have background and experience in language arts and art. However, the samples generated are on file and could be judged by other "experts".

Electricity

Program staff members will administer on a pre-post basis a project-designed test of electrical terminology and analyze these pre-post data for statistical significance.

A series of student-constructed electrical devices and schematic drawings will be scored for completeness on a pre-post basis and the resulting scores statistically analyzed.

For the paper and pencil test of terminology both test reliability (split-half) and scorer reliability will be established. Correlation validity will be considered by comparing the test scores and the achievement test scores in science for fifth and sixth grade participants.

The student-constructed electrical devices are part of program materials constructed by experts in the field to have a high degree of content validity.

Marine Science

Evaluation will consist of: (1) analyzing score of a project-developed test of major course content in the marine science program, (2) evaluation of drawings of laboratory observations and (3) analysis on a pre-post basis of a series of laboratory exercises and experiment simulations using instructor established scoring criterion.

The project-constructed paper and pencil test will be the primary evaluation tool of the marine science curriculum. Split-half or test retest will be carried out as well as scorer reliability. For fifth and sixth grade students reliability procedures will be examined by correlating the project-developed test with Metropolitan Achievement test scores in science.

Building resource assistants may administer the group paper and pencil tests and collection of student projects. They will be trained by the program developer to conduct these sessions under standard conditions by the program developer. However, the actual scoring and analysis will be carried out by the director-evaluator, program director or a certified staff designate.

The rating of student projects will be carried out by certified staff or community members with experience in the particular art or subject area. These sessions will be carried out under the direct supervision of the director-evaluator and the program developer.

The evaluation of the enrichment test data is directly carried out by the project director and program developer. Systematic rechecks will be made to insure accuracy for any scoring of tests done by the program developer or her staff. All origninal ratings of student-produced projects are on file.

All analysis precedures will be conducted in district by the project director-evaluator.

Control Group Selection

Language Arts

The entering fourth grade students will be selected so as to form a true experimental and control group. Students with the highest GE scores will be assigned randomly to experimental or control group participation until the available openings are filled. For fifth and sixth grade students already in the program a randomly assigned experimental and control group is not possible. However, a control group of students with equally high Metro scores or the next highest scores will be established.

Art/Electricity/Marine Science

The selection of entering fourth grade students to experimental or control groups will be made on a random basis (random number table).

APPENDIX A

Advisory Council Enrichment Center Program

ADVISORY COUNCIL

ENRICHMENT CENTER PROGRAM

Office of Special Services
North Kitsap School District #400
Poulsbo, Washington

ADVISORY COUNCIL - ENRICHMENT CENTER PROGRAM

In the beginning of the school year 1974-75, a program for advanced fourth, fifth and sixth grade students was initiated in each of the four elementary schools in the North Kitsap School District. At this time we feel it is important to organize an advisory committee composed of parents and community members in order to gain feedback with respect to further program development, and to provide valuable assistance in interpreting the program to the community and in gaining public support. The committee will have parent representation from the following groups: one member from each elementary school and the junior high, one substitute member from each of the above. The committee will have community representation from the following areas: four members from the community with at least three of these having expertise in subject areas now being taught in the existing program. Newly appointed members will serve for the remainder of the school year 1974-75, and the entire school year 1975-76. Meetings will be held once a month on a date determined at the first committee meeting.

In order to facilitate the effective use of the advisory committee it is imperative that they function in a manner which will facilitate the following outcomes. The committee will provide a valuable service if they meet the objectives outlined below.

The advisory committee:

1. will elect from either the membership or the Enrichment Center program a secretary who will keep minutes, process materials, report to the membership and the director of the Enrichment Center project all pertinent business of the committee,
2. will decide on the format for the advisory committee organization,
3. will provide advice and council regarding further program development in regard to the Enrichment Center project,
4. will provide assistance in interpreting the program to the community and gaining public support,
5. will provide feedback with respect to local impact of the Enrichment Center program goals and objectives,
6. will provide the Enrichment Center program with feedback regarding local needs,
7. will select special sub-committees as necessary towork on specific tasks or problems which are confronting the Enrichment Center program, and
8. will provide each member and appropriate members of the special education management with minutes of each meeting and a bi-annual report of committee's progress.

The director of the Enrichment Center project will assume all responsibility for the management and decision making aspects of the program and will act as chairman of the advisory council meetings.

The following material includes objectives for the chairman of the advisory council and a committee meeting guide for the chairman and secretary. The last two pages include a possible first meeting agenda and a possible outline for evaluation of advisory committee meetings.

ADVISORY COUNCIL - OBJECTIVES: CHAIRMAN

The chairman's responsibility is to lead and provide assistance to committee members to ensure that they are coordinated and working cooperatively as a team. To facilitate this function, the following objectives have been identified. Some of these objectives may be delegated to other members but the chairman should assume responsibility for ensuring that the objectives will be met.

The chairman:

1. will, with the organization's management, establish a calendar for meeting,
2. will establish procedures for calling special meetings,
3. will appoint sub-committees for study of special problems or concerns,
4. will develop a reporting system for sub-committees and establish timelines for completion of such reports,
5. will review committee guidelines with all committee members,

*6. will, with the aid of the organization's management team, provide background information to committee members,

7. will preside at all meetings,

*8. will review all minutes and reports with committee members prior to endorsement or dissemination,

*9. will summarize and report the results of the committee's self-evaluation following each meeting, and

10. will start and close each meeting promptly at the designated time.

* This task might be delegated to the secretary of the committee.

ADVISORY COUNCIL - COMMITTEE MEETING GUIDE

To prepare for the committee meeting: Chairman,

1. understand what the committee is to do,
2. analyze the committee's assignment and consider tentative assignments to individual members.
3. develop agenda before the meeting, including member's suggestions, and
4. schedule meetings at time convenient to committee members.

To prepare for the committee meeting: Secretary,

1. plan agenda with the chairman,
2. prepare problems to be presented,
3. make reservation for meeting room,
4. notify members of meeting date,
5. send each member, a week in advance, a copy of the agenda and any data to be considered as the basis for action on each item (optional).
6. prepare special reports, if needed,
7. notify superintendent of schools and invite him to attend meeting,
8. invite other staff members, when appropriate,
9. check reservation for meeting room a few days before meeting.
10. check on special equipment needed for the meeting,
11. check on physical facilities of the meeting room,
12. call members to remind them of the meeting,
13. arrange for secretarial assistance in taking minutes of the meeting, and
14. prepare minutes of the last meeting, including a report of action taken on recommendations made at previous meeting.

ADVISORY COUNCIL - POSSIBLE FIRST MEETING AGENDA

Overview of Existing program

Membership List

- Personal information
- Representation
- Location
- Term of service

Election

- Secretary

Vacancies and Additions

- How will they be filled?

Representation

- School
- Community

Work Plan

- Yearly
- Number of meetings proposed
- Budget

Reporting

- Minutes each meeting
- Once per year--summary
  - (1) Committee activities
    - (a) Open house - June (first week)
    - (b) Community involvement (resource people)
  - (2) Recommendations
  - (3) Major actions
  - (4) Summary--all committee members
  - (5) All management personnel

Next Meeting

- When
- Where

ADVISORY COUNCIL - POSSIBLE EVALUATION OUTLINE FOR ADVISORY COMMITTEE MEETINGS

To facilitate efficiency with respect to committee work and function, the committee should evaluate its actions following each meeting. A summary of this evaluation should be made available to all committee members. Periodic review of the evaluation should be conducted to determine if there are certain patterns of group behavior detrimental to effective functioning.

The following questions are posed as a general outline for evaluation. Additional areas might be included if deemed necessary by the committee, chairman, or the organization.

1. Was the material for the meeting available in plenty of time to be studied?
2. How many of the committee members read the material prior to the meeting?
3. How many members participated in the discussion of the materials--one third, one half, three quarters?
4. Did all members have an opportunity to respond?
5. Was the committee dominated by a few people?
6. Were the issues and/or concerns summarized periodically?
7. Was the meeting conducted satisfactorily?
8. Were the questions or problems presented to the committee in a clear and articulate manner?
9. Did committee members appear to feel that the problem was "real"?
10. Were the physical facilities adequate for the meeting?
11. What recommendation came about as a result of the meeting?
12. What arrangements were made for follow-up?
13. Were there any tasks assigned to specific members, was the task clearly stated, was a date set for a report back to the committee?
14. Were specific support personnel assigned to assist sub-committee members?
15. Did the discussion stay on the topics?
16. When the discussion did stray from the topic did the chairman intervene and return to the topic?
17. Were the recommendations realistic?
18. Did it appear that the recommendations could be implemented?
19. Overall, how would you rate this meeting? (5-point scale)

CHAPTER 5

PROPOSED PLANS FOR FUTURE IMPLEMENTATION OF PROGRAMS FOR EXCEPTIONAL STUDENTS IN THE NORTH KITSAP SCHOOL DISTRICT, 1976-77

PROPOSED PLANS FOR FUTURE IMPLEMENTATION OF PROGRAMS FOR EXCEPTIONAL STUDENTS IN THE NORTH KITSAP SCHOOL DISTRICT, 1976-77

The North Kitsap School District is now in the process of compiling data from the Enrichment Center Project for the year 1975-76 in order to carry through with designed evaluation procedures and formulate the intervention process for the school year 1976-77. This document will not be completed until June, 1976.

It is anticipated that during the school year 1976-77 the Enrichment Center will function in nearly the same manner as in the past year with some modifications in identification procedures and curriculum, especially in the science areas.

In early February of 1976 the project staff and Parent/Community Advisory Council met in order to make recommendations for the Enrichment Center Program in terms of curriculum additions and/or deletions and to set up a tentative budget for the school year 1976-77. All members reviewed curriculum now being offered and made visitations to classes in session in the four elementary schools and the Marine Environmental Laboratory. The following are a list of procedures followed, recommendations made and a final prioritized list (and compiled rankings) of all committee members involved.

PROGRAM AND BUDGET STUDY MANUAL

FOR ENRICHMENT PROGRAM

NORTH KITSAP SCHOOL DISTRICT NO. 400

COMMITTEE ACTIVITIES

FIRST MEETING

1. Become familiar with committee procedures.
2. Hear overview of current program.
3. Hand out program survey (due back January 27).
4. Decide on date for second meeting; possible dates January 29, 30, February 2, 3.

SECOND MEETING

Date__________________________ Time______________

Place____

1. Complete evaluation of current program.
2. Review all suggestions for new programs.
3. Complete forms for any program changes you wish to make.
4. Decide on date for third meeting; possible dates February 11, 12, 13.

By mail, phone, etc. you will be asked to rank all suggested program improvements. We hope to complete this by February 9.

THIRD MEETING

Date__________________________ Time______________

Place____

1. Hear report of priorities for program change based on compiled rankings.
2. Hear report of current budget to operate programs.
3. Hear report of next year's budget to operate program with and without program changes.
4. Decide on presentation to give at local building.

FOURTH MEETING

Date__________________________ Time______________

Place____

1. Make presentation to local building about current services and budget request for next year.

NORTH KITSAP SCHOOL DISTRICT NO. 400
Office of Special Services

January 26, 1976

Dear Parent:

The Enrichment Program Advisory Committee needs your input on what instruction should be offered to students next year.

1. First, read over the attached list of current instruction.
2. Second, fill out the "Instruction to Add" sheet with any suggestions you have for strengthening or beginning new instructions.
3. Third, fill out the "Instruction to Discontinue" sheet with any current instruction you would like to see discontinued.

Your input is needed. Please return this information to ________________________________ by Tuesday, January 27th.

Thank you,

____

ENRICHMENT PROGRAM INSTRUCTION NOW OFFERED

Name______________________________ School____________________ Date________

Directions: Listed below are the major skill areas and the instruction offered in each skill area. Please review this list and then make suggestions on the attached sheets.

Skill Area	Instruction			Comments
Short Story Writing	Students will learn skills of word expansion in order to increase writing vocabulary			
	Students will learn skills of sentence expansion and sentence variation in order to develop more sophisticated sentence structure.			
	Students will learn the use of personifications and similes in order to develop imagery in their written composition.			
	Students will learn the development of the elements of a short story: setting, characterization, plot and theme, in order to be able to develop a well (organized) written composition.			
	Students will complete two to three project activities in order to demonstrate their ability to apply and combine the above skills in written composition.			
	Students will learn the use of drafting, editing, and preserving skills in order to be able to proof read, revise, and rewrite their own writing to make it better.			

Skill Area	Instruction			Comments
Poetry	Students will learn skills of word expansion in order to increase their writing vocabulary.			
	Students will learn different form variations (rhyming, unrhyming, haiku, cinquain, tanka) in order to become familiar with various means of poetic expression.			
	Students will learn to develop imagery in their poetry in order to create a picture in the reader's mind and make their writing more meaningful.			
	Students will learn to develop various types of themes in poetic expression in order to organize their writing around a central thought or idea.			
	Students will complete 2 to 3 project activities in poetry in order to demonstrate their ability to use and develop various means of poetic expression.			
	Students will learn the use of drafting, editing, and preserving skills in order to be able to proof read, revise, and rewrite their own writing to make it better.			
Drawing	Students will learn the use of contour line, proportion, perspective and shading in various drawing activities using different media in order to develop their drawing skills.			

Skill Area	Instruction			Comments
Drawing (cont.)	Students will learn various methods of texturing using different media in order to be able to see the use of detail in an artistic composition.			
	Students will learn now to arrange subject matter in order to create a pleasing composition.			
	Students will complete 2 to 3 project activities in drawing in order to demonstrate their ability to apply and combine the above skills.			
Painting	Students will learn the skills of shading and texturing using different media.			
	Students will learn to combine shading and texturing skills in order to develop different painting techniques with use of various media.			
	Students will complete 2 to 3 project activities in painting in order to demonstrate their ability to apply and combine the above skills.			
Claywork	Students will learn skills in developing techniques in coil, pinch, and slab method construction in order to acquire a basic foundation in claywork.			

Skill Area	Instruction			Comments
Claywork (cont.)	Students will learn various techniques in developing clay sculpture in order to be able to create their own original pieces.			
	Students will learn different skills in texturing and glazing techniques in order to familiarize themselves with the alternative ways to decorate claywork.			
	Students will complete 2 to 3 project activites in claywork in order to demonstrate their ability to apply and combine the above skills in 3 dimensional products.			
Marine Science	Students will learn introductory microscope skills, metric usage, and glassware handling in order to familiarize themselves with the tools necessary to work on individual projects or a laboratory situation.			
	Students will learn collection, conservation and observation techniques in order to better understand the life cycles of different marine creatures.			
	Students will learn oceanographic instrument usage in order to better understand the marine environment.			
	Students will work on individual projects using the problem solving method as a guide for procedures in order to demonstrate their ability to apply their skills in marine science.			

Skill Area	Instruction			Comments
Electricity	Students will learn to work with simple circuitry in order to learn the basic concepts of electricity.			
	Students will learn relationships between circuits and magnets and develop 3 individual projects (an electromagnet, a buzzer, and a motor).			
	Students will develop individual projects of their choice in order to demonstrate their ability to apply and combine the above skills.			
	Students will learn electrical terms related to activities covered in order to increase vocabulary in the subject area.			
	Students will learn to read diagrams representing electrical projects in order to understand the function of the electrical devices.			

In relation to all subject areas students will work on developing higher level thinking processes of application, analysis, and synthesis in order to study topics in depth.

INSTRUCTION TO ADD

Name_______________________________ School_____________________ Date__________

Program*____

DIRECTIONS: List below any instruction you would like to see added. This may be instruction to strengthen what is already being done or to begin new instruction.

Skill Area	Instruction To Add

*Please list which of the following programs you are referring to: Basic Skills, Enrichment, Elementary Resource Room, Junior High Resource Room, Senior High Resource Room, Learning Center, or Preschool.

INSTRUCTION TO DISCONTINUE

Name________________________ School______________________ Date________

Program*____

DIRECTIONS: List below any current instruction you would like to see discontinued.

Skill Area	Instruction to Discontinue	Reason

*Please list which of the following programs you are referring to: Basic Skills, Enrichment, Elementary Resource Room, Junior High Resource Room, Senior High Resource Room, Learning Center, or Preschool.

INSTRUCTION CHANGE FOR ____________________ PROGRAM

Name ______________________ School ____________________ Date __________

DIRECTIONS: Please fill out an instruction change sheet for each change you think is necessary. If it is not necessary to request additional funds to make the change, it is not necessary to fill out the budget proposal section below.

Skill Area ____

Statement of Need ____

____

____

____

Justification (proof of need) ____

____

____

____

Recommended Instructional Change:

BUDGET PROPOSAL

Items	Description	Cost Estimate
New Staff		
Materials		
Equipment		
Other (specify)		
	Total Estimated Cost	

RECOMMENDED CHANGES FOR ____________________

Name______________________________ School______________________ Date__________

DIRECTIONS: Listed below are all the recommended instruction changes for next year. Please rank these assigning number 1 to the change you feel is most needed, number 2 to your next choice, etc.

Rank	Recommended Change	Estimated Cost

RECOMMENDED CHANGES FOR ENRICHMENT PROGRAM - 1976-77
Prioritized Composite Rankings

Rank	Recommended Change	Estimated Cost
1.	Review selection techniques for student identification. Include some measure of attitude and ability as well as knowledge. Have teachers directly involved in procedures.	0
2.	Project displays to stimulate future interest and to keep parents and teachers aware of the program development.	0
3.	Professional demonstration in drawing, painting activities in the Enrichment Center (one per month).	$150 per school
4.	Released time for 4th, 5th and 6th grade teachers for observation and participation in the Enrichment Center programs in their schools.	$500
5.	Schedule meetings, classroom observation, and individual conferences with parents to help them become more aware of program development.	0
6.	Unit on art appreciation--introduction to the masters showing composition, form and color (use slides or reproductions).	$250
6.	Additional prepared materials in "elements of a short story" including models of good writing.	$300
7.	Continuation of program at middle school level in a math/science block and a humanities block (one full-time instructor and materials)	$10,000
8.	Skills of research including notetaking, skimming, search, organization and selection.	$500
9.	More inservice workshops for Enrichment Center teachers--possibly before school starts in the fall.	$250
10.	Additional prepared materials in drafting, editing, and preserving techniques for language arts program.	$300
10.	Full-time program where Enrichment Center is open to students all day to complete projects started in scheduled Enrichment Center class. Addition of one half-time instructor in each building.	$14,500
11.	Advanced reading program including skills of sight reading.	$1,200
12.	Include marine science and electricity in a broad areas of science offerings including possibly chemistry, physics and biology.	$600
13.	Additional in-depth material in electricity program including skills of analysis, evaluation and theory of actual electron theory.	$500

Rank	Recommended Change	Estimated Cost
14.	Additional marine science curriculum (use of the metric system and specific follow-up projects for other units).	$400
14.	Applied math program including basic algebra and geometry (one half-time teacher and materials).	$5,000
14.	Complete more total products in language arts earlier in the year (short plays, use of video tape, school newspapers).	0
15.	Drama and the theatre arts program.	$4,000
16.	Instruction on use of the potter's wheel--shaping (wheel and instructor.	$700
17.	Foreign language program within present language arts program or as a separate skill (one half-time instructor and materials).	$4,500
18.	Merging of subject areas--pair subjects such as marine science and language arts where students make verbal and visual presentations together. (Hold Enrichment Center program one entire day every week during the second half of year. This is a way to accomplish merging of subjects.)	0
19.	Program for students talented in psychomotor activities--gymnastics, sports events (one half-time instructor).	$4,000
20.	Music program including vocal music, music appreciation, theory and history.	$4,200

It has been extremely gratifying working with this project from its conception. There is definitely a need for programs for advanced students in our elementary schools that will complement the regular classroom program and offer alternative activities that will meet the needs of all our exceptional students, from handicapped to advanced.

Chapter 9

REPORT ON NORTH KITSAP SCHOOL DISTRICT 1976-77 PROGRAM FOR EXCEPTIONAL STUDENTS

ESEA TITLE IV-C

PROJECT SUCCESS ENRICHMENT COMPONENT

DISSEMINATION YEAR

FINAL REPORT 1976-77

North Kitsap School District No. 400

June 15, 1977

Submitted to:

John Schlotfeldt, Ph.D.
Title IV-C ESEA Supervisor
Office of Superintendent of
Public Instruction

Submitted by:

Ralph Carlson, Ph.D., Director
Carolyn Gaab, Curriculum Coordinator
Office of Special Services

INTRODUCTION

The North Kitsap "Project Success" Enrichment Program has been in operation for the last four years. The project was developed as a part of an ESEA Title III grant. In the spring of the 1975-76 school year, this Title III project was validated along with eleven other exemplary-innovative projects in the state after actively demonstrating their positive impact on student performance for three years.

As a result of this initial validation the project's basic objectives this year has been on dissemination. The purpose of the dissemination process is to use the central concepts which enabled initial validation, e.g., matching programs available to established needs, stating dissemination activities which reflect measurable student performance standards, describing the dissemination intervention process and establishing the accountability of dissemination by evaluating student outcomes.

Based upon the attainment of validated results for the 1975-76 project data and the exportability analysis, Project Success conducted statewide dissemination activities.

Dissemination Objectives

(1) Project Success enrichment awareness activities included the construction and mailing of an informational brochure outlining program, materials available, inservice training requirements, etc. and professional group presentations upon request.

(2) Project Success enrichment dissemination included preparation of curricular materials in package form for classroom use. This included teacher preparation activities and directions for use, mailed upon request.

(3) Adopter district staff inservice was conducted upon request for seven school districts when conditions required of adopter and services of dissemination training were agreed upon. That is, the adopters made personnel available, conducted the appropriate needs assessment, carried on instruction and completed the evaluation while the project dissemination will provide planning and inservice assistance and start up materials.

Student Performance Objectives

(1) Twenty-five to thirty-five North Kitsap Enrichment Program students, grades 4, 5, and 6, will demonstrate statistically significant growth (.05) on project measures in curricular areas selected, i.e., art, language arts, marine science or electricity.*

(2) Twenty-five to thirty-five students, grades 4-8, in dissemination adopter districts, grouped by programs selected, will show significant (.05) pre-post growth in program(s) as measured by project tests or paired ratings of pre-post language arts or art work samples.

Activities

All dissemination materials in the Enrichment Center program are appropriate for grades 4-8 and procedures for implementing on-site training in adopter districts began in November, 1976 (Appendix E). Inservice training took place for two days at North Kitsap followed by a one day on-site visit for all districts. A description of these training activities are presented in Tables 5 and 6. This began with a one day visit to the North Kitsap project by each of the adopter district's staff. At this time the following was discussed: relevance of program components for adopter districts, explanation of inservice procedures, written commitment from adopter district as to extent of participation in dissemination process.

All procedures for dissemination were designed to use on site time in actual operation of the program rather than administrative details and explanations. Most of the latter took place by phone communication, brochures, tapes, slides and sample materials.

*The North Kitsap student involvement during the dissemination year was reduced from the continuation proposal (25 in science and 25 in humanities). Although some student demonstration groups were felt to enhance completion of instructional material packets and the training of adopter groups, it was decided that too many North Kitsap students would interfere with statewide dissemination responsibilities.

Activities (continued)

Dissemination Objective 1: The initial phase of the dissemination process focused on creating awareness of the validated components of Project Success. The major factors considered for the development and implementation of this phase included: (a) reading a large number of state and LEA's personnel with information, (b) communicating to personnel which needs can be met by project-produced materials and procedures, and (c) communicating this information with reasonable efficiency.

The state Title III facilitator project was of great assistance in mailing out the brochures describing the Project Success Enrichment Program. (See Appendix A.) In addition, that office forwarded any requested information to the project director. Table 1 presents a summary of presentations which resulted from the distribution of awareness materials. As a results of the awareness activities presented in Table 1 and Appendix E seven school districts (Omak, Peninsula, Central Kitsap, Coupeville, Fife, Port Angeles and Orcas Island) agreed to become our adopter districts for this year.

TABLE 1

Title III Dissemination Awareness Activities

October 8, 1976 --Brochures describing the handicapped and enrichment components of "Project Success" were mailed from Keith Wright, state facilitator, to all school districts in the state and facilitators in other states.

October 13 --Received letter from Charles N. Hardy, Coordinator of Sch. Educ. Resources Center, Highline Public Schools 401, requesting price of Instructional Pakcets 1 and 2--Electricity. Sent price list.

October 15 --Request from Robert Hodges, Director of Pupil Personnel, Renton School District for additional information about becoming an adopter district

cc: Darlene Atteberry Bev Forbes
Lee Beasley Judy Fouts
Millie Renfrow

--Request for information from: State Facilitator
Project FACE
310 W. Providence Rd.
Columbia, MA 65210

October 25 --Received list of requests from state facilitator

--Send letter to respondees explaining contacts and materials sent out mid-November

--Received request from Bill Guise to become a participant in Project Diffusion workshop series which was arranged through WWSC and Highline

Dec. 6, 1976 WWSC - Course 1½ hr. pres. → Bellevue
Dec. 9, 1976 WWSC - " " " → Highline
Jan. 10, 1977 WWSC - " " " → Seattle
Jan. 12, 1977 WWSC - " " " → Tacoma

This course was designed to familiarize teachers and administrators of both the handicapped and enrichment components of "Project Success" by presenting an overview, 1½ hours devoted to each component, at the four locations listed above.

October 26 --Letter from La Center, WA asking to be an adopter district and for more information about inservice training costs. Sent a letter explaing: cost for inservice release time for participating → inservice

October 28 --Director of Special Education, Virginia Pullen (Bremerton), called Friday at 1:30 to arrange a meeting with her and Jennie Chase Nov. 5th to discuss our program

Table 1
continued

Mid-November	--Project Success Brochure #2 describing the enrichment component sent out statewide by state facilitator
October 21	--Contacted Harlin Falkin, Pacific Science Center--ordered marine science packets
November 4	--Attended PEP Principal's Meeting at Rolling Hills --Materials sent to Mert Thornton, Port Angeles
October 29	--Sent 40 brochures to Bill Guise to distribute statewide through Project DIFFUSION, Highline
November 5	--Meeting with Virginia Pullen, Direc. of Sp. Educa., Bremerton and Jennie Chase, Dir. of Alternative School--gave brochure, price list, copy of program manual, etc. --Send copy of marine science curriculum to North Kitsap Marine Lab
December 16	--Received purchase order and sent copies of all packets to: State Facilitator Title IV Columbia, MA --Visited Olympia, met with John Schlotfeldt about sending abstract for validation and to be approved by JDRP for national dissemination --Discussed Title IV-C funds to help adopter districts implement our program next year. --Discussed possibilities of becoming a developer--demonstration site --Meet with Linda Blakely about possibilities for funds on gifted
December 17	--Sent Linda Blakely packets of langugage arts to distribute to her schools in Seattle area --Sent Bob Kepler, Armin Jahr, a price list for materials
January 12, 1977	--Renton School District--visitation--Poulsbo Ele., 9:00 a.m. Attendees: Teachers and principal--discussed possibilities of becoming an adopter district

Table 1
(continued)

March 7	--Peninsula School District, Purdy visitation. Attendees: Four intermediate teachers--discussed the program and decided to become an adopter district
March 8	--Vancouver School District visitation. Attendee: Jim Conaway, elementary school principal--bought all materials--will request some assistance in implementing the program for next year if the staff will agree on this.
March 29	--Olympia--Met with Senators McDermott and Clemente to inform them of Gifted and PEP Bill --Meeting with Mary H. Fischer on Gifted Bill and distribute some materials to inform her of the program --Meeting with John Schlotfeldt on PEP Bill and progress of our dissemination process.
April 15	--Annual meeting of state gifted directors and teachers--U of W--Discussed all programs' progress, funding sources (legislation) share information dealing with existing models and their components such as their curriculum, identification and evaluation procedures, staff being used, problems, concerns, future improvements, etc.
May 9	--Meeting with John Schlotfeldt at Olympia--discussed strategies for passing PEP Bill in Senate
May 6	--Sent 100 more brochures to Bill Guise, Project Diffusion (Highline) to be distributed to districts in his area
May 9	--Visitation from Jan Struk from District #6, Gold Hill, Oregon--discussed all program components after observing classes--bought materials to present to her superintendent for implementation for next year and to use with her class of gifted students.

Activities (continued)

Dissemination Objective 2: The preparation of materials for classroom use presented in packaged form was designed to enhance both the awareness (or informational phase) and the actual training phase for adopter districts. That is, the more concrete and sequenced the material, the more likely potential adopters could make firm decisions as to whether the enrichment programs were 1) appropriate and 2) implementable in their situation.

The curriculum for the Enrichment Center program has been developed around a hierarchy of skills including skill awareness, skill acquisition, skill mastery, skill application and skill transfer used as a sequence in connection with the subject areas of language arts, art, and science. This year's plans included a strong emphasis on the "skill transfer" component of the model and more extensive involvement of community members (with expertise in specific skill areas) with students on a small group or individual one-to-one basis. A second major focus was to include further field testing and packaging of materials developed in the last half of the school year 1975-76. Four enrichment centers were operated, one in each elementary school, with a building aide in each to administer the program. All curriculum was developed. Packaged materials were made available for dissemination and are of the type as described in the curriculum description below.

Curriculum Description

Marine Science Packets

Marine science activities available include sequential lessons in basic laboratory skills, e.g., metric measurement, use of microscopes, use of glassware, and oceanographic instrument. Additional packaged materials presenting ways to develop application activities, outlining procedures for field studies and experimental simulations will be included in the curriculum. There are also procedures available for adapting material from a marine water environment to a fresh water environment.

Electricity Packets

In electricity, lessons have as their primary focus basic circuitry and vocabulary development. These skills are illustrated by completion of various electrical devices, e.g., galvanomotors, motor buzzers and students' own inventions. More advanced instruction is then available to allow students to produce more sophisticated projects.

Possible changes in culmination projects have been taken into consideration dependent upon the availability of materials and staff expertise in adopter districts.

Language Arts Packets

Sequential units in poetry and prose writing are completed with initial focus in four major skill areas: imagery (similes, metaphors, personifications); vocabulary (descriptive adjectives, word expansion); sentences (order, types); format (organization, theme). Also available are lessons on drafting, editing, and preserving skills and sequenced activities in the development of the elements of a short story (characterization, setting, plot, theme). Materials here are applicable for grades 3-8 and would fit in the already existing curriculum in the regular classroom. After students have had direct instruction in these areas from general staff, procedures for working with professionals in the community of the adopter district on further application of these skills is available.

Art Packets

The art curriculum includes exposure of students to basic skills in the three areas of drawing, painting, and claywork. Upon demonstration of mastery of these skills, students work in-depth on individual projects in the area of their choice with guidance from staff instructor on setting up course of study within the specified sequence of objectives. Instruction in art also includes small group seminar sessions with community artists which will be coordinated by a parent/community advisory council. (See example, Appendix B.) Again, procedures for setting up community participation would be outlined for adopter districts.

Activities (continued)

Sequential art lessons are already prepared but could be modified according to strengths and background of staff members, student interests, and professional artists available in the community of the adopter district.

The complete operational model with each area scope and sequence is available in the validation report (1976). The complete set of materials to implement each program is a substantial volume.* The packets available are presented on the project materials order sheet shown in Table 2. To give some idea of the materials the Table of Contents of the art program is presented in Table 3 and the language program in Table 4. A list of curriculum material mailings is presented in Appendix C.

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*These volumes are to be on file with the final report for illustrative purposes only. They are not part of the archived report.

TABLE 2

ESEA TITLE III PROJECT SUCCESS
ENRICHMENT COMPONENT
Order List

The attached Project Success "Enrichment Component" order list is organized under four headings. The language arts material is designed in four packets, by skill area, to use in teaching 4th, 5th and 6th grade gifted or talented students in groups of 10-12 students in an enrichment center capacity. The art material is designed in three packets by skill area. The electricity are notebooks to be used with the ESS McGraw-Hill "Bulbs and Batteries" Workbooks which must be ordered in addition to those provided. They are project-oriented and include a vocabulary list and some additional activities which can be used without the workbooks. The marine science are three packets of materials to be used in a "salt" water area but could be revised to use in a "fresh" water area. The packets in art, electricity and marine science are to be used in the same capacity with the "gifted and talented" students as mentioned in the beginning section on the language arts. These are appropriate also for the 4th, 5th and 6th grade levels.

These instructional packets have been developed following a specific format where students develop new skills and expand already acquired skills according to a hierarchy of steps: skill awareness, acquisition, mastery, application, and sharing. Throughout each of these phases higher level thinking skills such as analysis, synthesis, and evaluation are emphasized. They also capitalize on active participation (small and large group), hands-on activities, application projects, and shared decision-making. Evaluation tools are included for pre- and post testing as well.

The procedure for dissemination and price list of materials are on the attached sheets. If you are interested in purchasing the materials, please make your check out to:

North Kitsap School District

and mail to:

Title III
150 High School Road South
Poulsbo, Washington 98370

Because we are unable to "bill", we must ask that you send your check along with your order. Orders without checks will not be filled.

TITLE IV-C ENRICHMENT MATERIAL ORDER SHEET

		Cost	Number
	IDENTIFICATION AND EVALUATION PACKET	.50	
	COMMUNITY RESOURCE MANUAL	.50	
	ADVISORY COMMITTEE MANUAL	.50	
Language Arts:	INTRODUCTORY PACKET	1.00	
	SHORT STORY WRITING (emphasizing setting, characterization, plot and theme)	1.00	
	POETRY (emphasizing imagery, form, theme, pattern)	.50	
	DRAFTING, EDITING AND PRESERVING SKILLS	.50	
	NEWBERY AWARD WINNING BOOKS (student worksheet--books not included)	1.00	
	WRITING FOR THE THEATER	.50	
Art:	INTRODUCTORY PACKET	1.00	
	DRAWING (including contour line, texture, pattern, perspective, proportion, media, shading)	1.00	
	PAINTING (including shading, texture, technique, media)	1.00	
	CLAYWORK (including hand sculpture, wheel construction)	1.00	
Electricity:	BEGINNING CIRCUITRY (workbook to go with Batteries and Bulbs I*, ESS McGraw Hill)	1.00	
	INTERMEDIATE PROJECTS (workbook to go with Batteries and Bulbs II*, ESS McGraw Hill)	.50	
Marine Science:	INTRODUCTORY PACKET	.50	
	BASIC MARINE SCIENCE LAB TECHNIQUES	.50	
	COLLECTION, CONSERVATION, AND OBSERVATION TECHNIQUES	1.00	
	OCEANOGRAPHIC INSTRUMENTS (usage)	.50	
	INDIVIDUAL PROJECTS	.50	

*These workbooks are to be used in conjunction with "Batteries and Bulbs" kits, ESS McGraw Hill. They are not a program in themselves.

Check must accompany order and should be made out to North Kitsap School Dist. Please mail check and order to:

TITLE IV-C
North Kitsap School District 400
150 High School Road South
Poulsbo, Washington 98370

ART PROGRAM
TABLE OF CONTENTS

Outline

Art Studies (purpose)

Pretest

Pretest Evaluation

Identifies Student's Sheet

Introduction Packet
  Activity No. 1A - Line Drawing
  Activity No. 1B - Still Life Drawing Using Contour Line
  Activity No. 1C - Three Dimenstional Line
  Activity No. 2A - Experimenting With Color
  Activity No. 2B - Still Life Painting
  Activity No. 2C - Painting a Poster Using Tempera
  Activity No. 3A - Making a Slab Pot
  Activity No. 3B - Making a Clay Sculpture

Drawing Packet
  Activity No. 1D - Balance in Drawing
  Activity No. 1E - Line Drawing - Outdoor Experience
  Activity No. 1F - Drawing a Human Figure
  Activity No 1G - Drawing Hands and Faces
  Activity No. 1H - Shading - Indoors
  Activity No. 1I - Shading - Outdoors
  Activity No. 1J - Shading Live Objects - Human or Animal
  Activity No. 1K - Review in Drawing of Previous Lessons
  Activity No. 1L - Crayone Rubbings for Texture
  Activity No. 1M - Drawing to Show Texture
  Activity No. 1N - Proportion
  Activity No. 1O - Proportion #2
  Activity No. 1P - Experimenting With Perspective
  Activity No. 1Q - Perspective
  Activity No. 1R - Pattern
  Activity No. 1S - Review of Past Lessons
  Activity No. 1T - Five Drawings to Demonstrate Mastery
  Activity No. 1U - Repeat Patterns Using Felt Pens
  Activity No. 1V - Introduction of Graphic Design

Painting Packet
  Activity No. 2D - Learning the Color Wheel
  Acitivty No. 2E - Using Color to Show Emotion
  Activity No. 2F - Dark and Light Design
  Activity No. 2G - Balancing Dark and Light in a Pattern
  Activity No. 2H - Painting Patterns
  Activity No. 2I - Review of the Color Wheel, Painting for Emotion, Dark and Light Design and Painting Patterns
  Activity No. 2J - Experimenting With Dry Brush and Wash

Table 3 (continued)

Activity No. 2K - Adding Texture by Using Different Brush Strokes
Activity No. 2L - Balancing Color and Subject Matter
Activity No. 2M - Painting a Good Composition
Activity No. 2N - Research of Famous Artists
Activity No. 2O - Five Paintings to Demonstrate Mastery

Claywork Packet
Activity No. 3C - Pinch Method "People Pot"
Activity No. 3D - Wedging Clay
Activity No. 3E - Making a Pot Using the Coil Method
Activity No. 3F - Making Jewelry
Activity No. 3G - Making Four Basic Pots to be Decorated Later
Activity No. 3H - Decorating Pottery - Banding and Was Resist
Activity No. 3I - Decorating Pottery - Feathering, Combing and Slip Trail
Activity No. 3J - Decorating Pottery - Texturing
Activity No. 3K - How to Throw a Pot
Activity No. 3L - Making a Pitcher
Activity No. 3M - Making a Lid
Activity No. 3N - Something About Kiln Firing
    A. Bisque
    B. Glaze
Activity No. 3O - Five Pieces of Sculpture to Demonstrate Mastery

Oil Painting Packet
Activity No. 4A - Materials and Equipment
Activity No. 4B - Setting the Palette
Activity No. 4C - Preparing a Canvas
Activity No. 4D - Folk Art Practice
    A. Basic Stroke
    B. Leaves
    C. Flowers
    D. Fruit
Activity No. 4E - Decorating Metal and Wood Objects

Silk Screening Packet
Activity No. 5A - The Language of Silk Screen
Activity No. 5B - The Blue-Blockout Stencil
Activity No. 5C - The Tusche-Glue Stencil
Activity No. 5D - The Paper Stencil
Actitivy No. 5E - Multi-Color Painting
Activity No. 5F - Different Designs...Different Methods

Bibliography

(Sample--Art Curriculum) 5-74

Enrichment--Title III
ART
Student Copy

DRAWING

Name________________________

ACTIVITY NO. 1A

I. Task Selection

A. Subject area: Line drawing
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student identifies five different materials needed to make at least five different kinds of lines.		
B. The student uses five different kinds of lines as a tool of visual expression in his own drawing.		
C. The student uses the materials in at least five different ways to set a mood (a state of mind; sad, mad, happy, scared, dizzy).		
D. The student uses the different kinds of line to create a realistic drawing (a landscape, still life or figure).		
E. The student matches the materials and the line put on his paper and shares this orally with the rest of the class.		

III. Procedures

Step 1 -- Pick up the following materials:

- Pencil
- Charcoal
- Crayons
- Pen and ink
- Brush (also for ink)
- Felt pens
- Colored chalk
- Manila paper

Step 2 -- Experiment with different kinds of lines.
On one piece of paper, see how many kinds of lines you can make with the materials available.

Step 3 -- On a second sheet of paper, use different types of lines to make a realistic drawing such as a landscape, still life or figure.

Step 4 -- On the last sheet of paper, draw the lines to express a mood (being sad, happy, scared, mad and dizzy).

Title III
Art
Teacher Copy

5/74

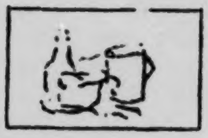
DRAWING

Name ______________________

ACTIVITY NO. 1B

I. Task Selection

A. Subject area: Still life drawing using "contour" line
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of "contour" the student draws a prepared still life without looking at the paper.	Define "contour" as follows: Contour: the concentration of drawing the edges or outer lines of an object. Set up a still life for the students to draw. (suggestion: arrange a coffee pot, jars, flowers, bowl of fruit.) EX: 
B. Given the definition of "composition" the student makes a drawing of the same still life arranged by the teacher, using good composition. The student chooses two of the six media below to make this drawing (charcoal, pen and ink, pencil, crayon, colored chalk, or felt pen)	Define "composition as follows: Composition: a drawing, painting or sculpture which contains many elements of art and is balanced. (Some elements of art are line, shading, proportion, and texture) Teacher observes: see Student Copy, step 3
C. The student gives the definition of "contour" and composition to another person and points it out in his own painting.	Teacher gives student choice of teaching another student, an adult or a classroom of students.

III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

✓+	above average
✓	average
✓-	incomplete

Date of completion is then recorded and student copy is filed in student folder.

Table 4

LANGUAGE ARTS
TABLE OF CONTENTS

I. PURPOSE AND OBJECTIVES

    A. Cognitive Objects

        1. Short Story Writing

        2. Poetry

    B. Affective Objectives

    C. Bloom's Hierarchy of Thinking Skills

    D. Question Cues to Accompany Bloom's Hierarchy of Thinking Skills

II. INTRODUCTORY PACKET

    A. Word Expansion

    B. Sentence Expansion

    C. Imagery

        1. Similes

        2. Personifications

        3. Metaphors

    D. Patterns in Poetry

    E. Descriptive Paragraphs

        1. Abstract Nouns (Qualities of Creative Thinking)

        2. Character or Setting Descriptions

    F. Fantasy Story

    G. Adventure Story

    H. Creating Composition

TABLE OF CONTENTS

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III. Short Story Packet

- A. "Sound of Self" Individual Workbook
- B. Dialogue
- C. Narrative
- D. Secret Agent
- E. Story Starters
- F. Newbery Award Winners
- G. Grab Bag
- H. Author's Point of View
- I. Additional Activities

IV. Poetry Packet

- A. "Poetry-Voices, Language and Forms: Individual Workbook
- B. Types of Poetry
  - 1. Couplet, Triplet, Quatrain
  - 2. Shape Poems
  - 3. Limerick
  - 4. Catalog Verse
  - 5. Formula Poem
  - 6. Found Poetry
  - 7. Haiku, Tanka, Cinquain, Cameo. Lanterne, Vignette
- C. Trapped!
- D. Additional Activities in Poetry

V. Teaching Strategies for Drafting, Editing and Preserving Skills

VI. Bibliography

WORD EXPANSION

......Simple to the Complex

Children develop some sort of a vocabulary before they enter school and build on it during their beginning school years in varying degrees depending on the individual's experiences. But often a child who has a very extensive reading vocabulary does not use it in his or her written expression. He still depends upon what we call 5¢ words to express himself, such as bad, good, big, little, happy, or sad. The following activities can help children build their written vocabulary so that they feel free in using more expressive words in their creative writing.

Make a chart like the one below.

WORD WORTH CHART			
5¢	15¢	25¢	$1.00
big			
little			

Talk about the kinds of words we use to express ourselves in a writing activity. Discuss the fact that we used words like "big" and "little" in kindergarten and first grade and still depend on them now. Could we expand these a little now at the fourth, fifth and sixth grade level? Shouldn't we be using a more sophisticated vocabulary? Using a thesaurus, if needed, have students brainstorm 10¢, 25¢, and $1.00 words that mean the same as "big" and "little" and put them on the chart. Students may come up with the following (see Chart A):

CHART A

5¢	15¢	25¢	$1.00
big	huge	enormous	massive colossal
little	tiny	microscopic	infinitesimal minute

Now add more 5¢ words and have students complete the expansion. (See Chart B.) You may have students expand 20-30 words this way and post charts around the room for later use when editing their writing.

CHART B

5¢	10¢	25¢	$1.00
big	huge	enormous	massive colossal
little	tiny	microscopic	infinitesimal minute
bad (weather)	dark	dreary	dismal
good	wonderful	fabulous	stupendous
happy	excited	joyful	elated
sad	unhappy blue	mournful	depressed
nice	friendly	charming	genuine
thin	skinny	slender	lean
fat	round roly-poly chubby	plump	hefty

The following activities under "Sentence Expansion" also work on skills of word expansion as well. Students are asked to expand the parts of speech. In these activities they are not only learning what parts of speech words are, but also how those different parts of speech fit into the structure of a sentence.

Sentence Expansion

Students need to learn how to expand their sentences beyond the noun/verb relationship and also to vary the way in which they begin sentences. So often students start all sentences with pronouns, for example:

> I have a dog. His name is Rover. He is red and white. He has long ears. They are pointed. I like to take him for a walk.

There needs to be some activities that help children to learn how to vary sentence patterns in order to make their writing more interesting.

The following are a list of "Skeleton Examples" of sentence patterns. These show sentence formations using different parts of speech.

Skeleton Examples:

noun verb
Dogs bark.

noun verb noun
Dogs chase cats.

adj. noun verb
Four girls ran.

Dissemination Objective 3: During the actual two days of training at North Kitsap, the project coordinator spent two days training selected staff in specific procedures for implementation of packaged materials and one-half day on the process of conducting a needs assessment (data collection). Then trained staff tried out procedures with identified students in the adopter district. The project coordinator then went to each adopter site for another full day for a follow-up session to observe staff working with students and materials in a classroom setting.

Scheduling and training varied depending on what type of staff took the inservice (certifed staff: librarians, resource room teachers, reading specialists, regular classroom teachers, aides, community people). It was necessary that at least one certified staff member was involved in the inservice training and implementation of the program and was provided with some released time for training (Appendix F).

Procedures as to how to involve community members in the program were provided by the project coordinator. Community members will help with scheduling and transportation to field science sites, as well as assisting with instruction because of avocational skills (e.g., retired teacher, trained geologist).

Inservice training guided adopter districts in monitoring process of instruction as well as outcomes (Table 5). Visitations to enrichment center programs in the North Kitsap School District were made prior to adopter district staff becoming involved in the inservice training in order to view activities in progress and to observe the "carry over" effect and possible follow-up materials for second and third year students (Appendix E).

The determining of adopter district needs and inservice training in adopter districts was a major intensive dissemination activity. Under this phase project staff assisted the adopting district in carrying out a needs analysis to determine which project components (if any) are applicable to the adopting district. Activities under this aspect included:

(a) Analysis of pertinent data already available in district to establish need and desirability for adopting validated component.

Activities (continued)

(b) Collection and analysis of student performance data: using Project Success student screening inventories, e.g., language arts, art, science, etc.

(c) Matching validated program to needs.

(d) Forecasting time and real costs including the district resources available. This included inservice training schedule, release time, preparation of materials, etc.

(e) Explanation and discussion with participants of dissemination inservice and intervention.

At the end of this phase the disseminator staff and adopting LEA staff were ready to implement the intervention programs selected and a formal agreement signed by project director and adopter district. (See Appendix D).

Training adopting LEA staff to implement selected intervention programs focused on assisting the adopting LEA staff in establishing and operating the selected intervention ~~programs. This phase included:~~

(a) The adaptation and duplication of instructional and training materials to be used.

(b) Training of staff to conduct pre-assessments, use intervention programs with students.

(c) Collecting pre-assessment data on those students to be served by the project.

(d) Supervise adopting staff during the implementation of the intervention programs and collection of evaluation data.

The major adopter group training took place at the dissemination demonstration site, North Kitsap School District. The inservice training agenda and attendees are presented in Table 5. The description of scheduled follow-up activities for adopter districts and staff participants are presented in Table 6. A list of particular training activity dates with adopter district is shown in Appendix E.

TABLE 5

INSERVICE ENRICHMENT AGENDA
(For Adopter District)

Tuesday: February 1st

8:45-9:00	Coffee ~~and introduction~~
9:00-9:30	~~Overview of Program Development~~
	Background information Format Organization Goals
9:30-10:30	Identification and Assessment
10:30-10:40	Break
10:40-12:00	Program Implementation
12:00-12:15	"The Enrichment Program as a Part of the Total School Curriculum" -- Supt. Robert Minnitti
12:15-1:00	Lunch and tour of Poulsbo Elementary
1:00-2:00	Curriculum Materials
	Language Arts Art Science (Electricity and Marine Science)
2:00-3:00	Language Arts (sample lessons)
	Group participation
3:00-3:10	Break
3:10-4:00	Electricity (sample lessons)
	Group participation

Wednesday: February 2nd

8:45-9:00	Coffee
9:00-9:30	Information concerning follow-up sessions in individual districts
9:30-10:30	Language Arts-Demonstration Lesson with Students

Table 5
continued

Wednesday (continued)

10:30-11:00	Discussion of Lesson
11:00-12:00	Electricity--Involvement With Student Acitvities
12:00-12:30	Lunch
12:30- 1:30	Community Resource and Involvement
1:30- 2:30	Art--Demonstration Lesson With Students
2:30- 3:00	Wrap-up

NOTE: Sample lessons scheduled in the agenda can be changed according to the curriculum interest of the adopter district.

List of Workshop Attendees

These include adopter district staff and some interested teachers and parents who wished to attend

Name	School District	Position
Don Jonasson	Peninsula Sch. Dist.	4th grade teacher
Kathy Bishop	Peninsula Sch. Dist.	Sch. psychologist
Gail Ryer	Snohomish Sch. Dist.	4th grade teacher
Barb Brevik	Snohomish Sch. Dist.	Interested parent
Molly Robert	Orcas School Dist.	4th grade teacher
Dale Keast	Omak School Dist.	Principal
Scott Culbertson	Omak School Dist.	Librbarian
Denise Amstutz	Omak School Dist.	4th grade teacher
Janice Wells	Omak School Dist.	Jr. high teacher
Greg Vogel	Omak School Dist.	5th grade teacher
Sylvia Campbell	Christ the King Academy (Poulsbo parochial school)	4th grade teacher
W.E. Cox	Port Angeles Sch. Dist	5th grade teacher
Mary Slehofer	Port Angeles Sch. Dist	Curr. coordinator
Mary Ann Unger	Port Angeles Sch. Dist	4th grade teacher
Jim Nelson	Port Angeles Sch. Dist	5th grade teacher
Jim Malvey	Port Angeles Sch. Dist	Reading teacher
Virginia Sled	Port Angeles Sch. Dist	Reading specialist
Carol Ayer	Fife School Dist.	Resource rm. teach.
Irene Hillger	Fife School Dist.	4th grade teacher
Jack Tingstad	Coupeville School Dist	4th grade teacher

TABLE 6

Enrichment Program Follow-up Sessions With Adopters

February 25, 1977 - Port Angeles--½ day

Staff:
3 reading specialists
1 4th grade teacher
1 district curriculum coördinator

Activities:

- Reviewed identification procedures and criterion for language arts

- Analyzed student test scores and pretests (student writing sample evaluation sheets 1, 2 and 3) with staff to select 4th, 5th and 6th grade students for participation in language arts classes (2 hours per week in one school) this year)

- Reviewed: Sequence of instruction in language arts curriculum packets to be completed, timelines, procedures for data collection, and evaluation to be completed and sent to the North Kitsap project director by May 16th.

February 28, 1977 - Central Kitsap--½ day

Staff:
1 elementary school librarian
1 principal

Activities:

- Reviewed identification procedures and criterion for language arts

- Analyzed student test scores and pretests (student writing sample evaluation sheets 1, 2 and 3) with staff to select 4th and 5th grade students for participation in language arts classes (2 hours per week in one school) this year

- Reviewed: Sequence of instruction in language arts curriculum packets to be completed, timelines, procedures for data collection, and evaluation to be completed and sent to the North Kitsap project director by May 1st.

Table 6 (continued)

March 15, 1977 - Fife--½ day

Staff: 1 resource room teacher
1 4th grade teacher

Activities:

- Reviewed identification procedures and criterion for language arts
- Analyzed student test scores and pretests (student writing sample evaluation sheets 1, 2 and 3) with staff to select 4th, 5th and 6th grade students for participation in language arts classes (2 hours per week in two schools) this year
- Reviewed: Sequence of instruction in language arts curriculum packets to be completed, timelines, procedures for data collection and evaluation to be completed and sent to the North Kitsap project director by May 1st.

March 21, 1977 - Peninsula--1 day

Staff: 1 school psychologist
1 4th grade teacher
1 principal
1 high school biology teacher

Activities:

- Reviewed identification procedures and criterion for language arts, art, electricity, and marine science
- Analyzed student test scores, and pretests in language arts (student writing sample evaluation sheets 1, 2, and 3), electricity and art with staff to select 4th, 5th and 6th grade students for classes two hours per week in two elementary schools and at their marine lab to be implemented the 1977-78 school year
- Reviewed: Sequence of instruction, plans for hiring of additional staff and training and needed materials, discussed timelines and procedures for evaluation to be implemented and completed by May of the 1977-78 school year.

March 28, 1977 - Orcas Island--1 day

Staff: 1 4th grade teacher
1 principal

Table 6 (continued)

Activities:

- Reviewed identification procedures and criterion for electricity
- Analyzed along with staff student test scores and pretests used in selecting 4th, 5th and 6th grade students for participation in electricity classes (2 hours per week in one elementary school) this year
- Reviewed: Sequence of instruction in electricity curriculum packets, materials needed, and those to be completed, timelines and procedures for data collection and evaluation to be completed during this year

April 12, 1977 - Coupeville--½ day

Staff: 1 5th grade teacher

Activities:

- Reviewed identification procedures and criterion for language arts, art, electricity and marine science
- Analyzed student test scores and pretests in language arts (student writing sample evaluation sheets 1, 2 and 3) and electricity pretests with staff to select 4th, 5th and 6th grade students for classes two hours per week in one elementary school and the possibilities for their implementation in the 1977-78 school year.
- Reviewed: Sequence of instruction, possible plans for hiring of additional staff, training and materials needed, discussed timelines and procedures for evaluation to be implemented and completed in the 1977-78 school year.

April 18, 1977 - Omak--1 day

Staff:
2 4th grade teachers
2 5th grade teachers
1 6th grade teacher
1 jr. high language arts teacher
1 principal
1 administrative assistant to the superintendent
1 elementary reading specialist

Activities:

- North Kitsap project director and staff member conducted pretesting using the language arts student writing sample evaluation sheets 1, 2, and 3 with group of 50 4th, 5th and 6th grade students in two 1½ hour blocks

Table 6 (continued)

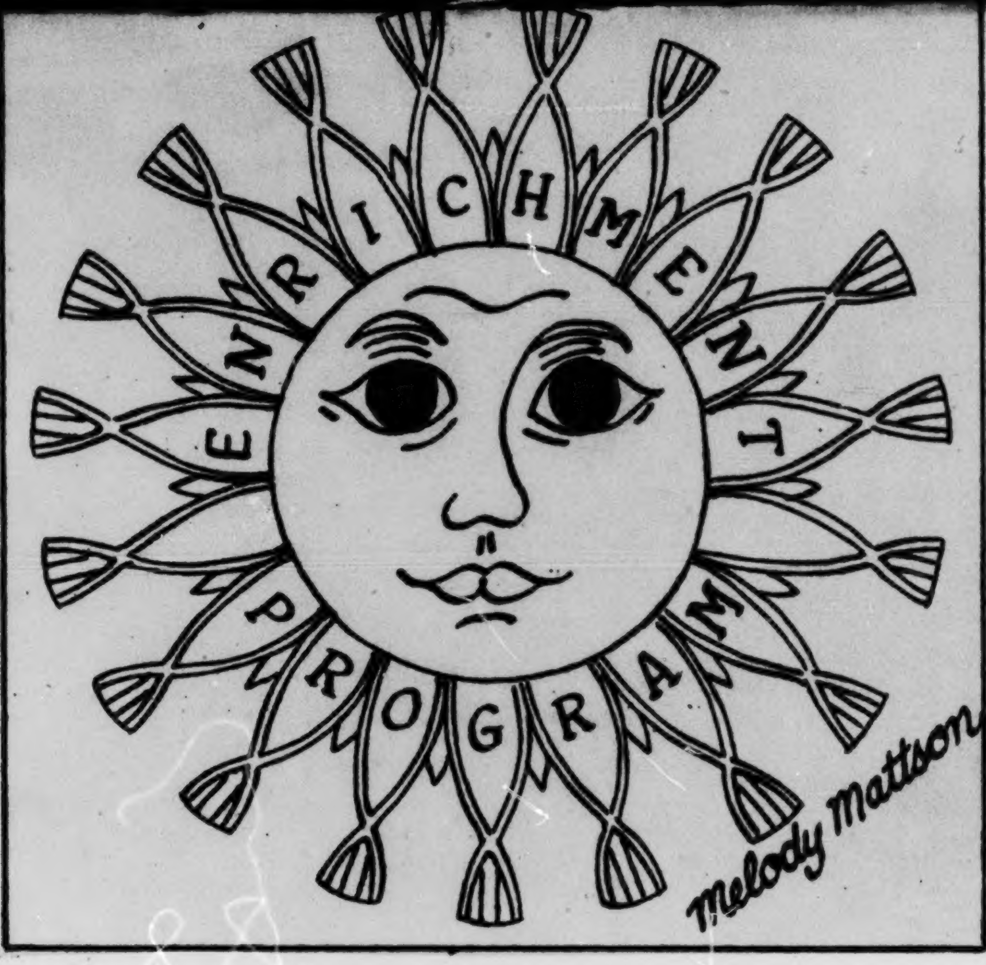
- Reviewed identification procedures and criterion for language arts

- Analyzed student test scores and pretests (student writing sample evaluation sheets 1, 2 and 3 collected) with staff to select 4th, 5th and 6th grade students to participate in language arts classes (2 hours per week in one elementary school and the junior high school) for the 1977-78 school year

- Reviewed: sequence of instruction in language arts curriculum packets, plans for additional needs for staff training, and materials, etc., discussed timelines and procedures for evaluation to be implemented and completed by May of the 1977-78 school year.

APPENDIX A

Project-Developed and Washington State Diffusion Brochures Describing the Enrichment Program


ENRICHMENT
PROGRAM
Melody Mattson

COVER

North Kitsap's "Project Success" presents...

AN ENRICHMENT PROGRAM

emphasizing:

- Active student participation
- "Hands-on" activities
- Application projects
- Development of higher level thinking processes
- Shared decision making

PROGRAM DESCRIPTION

The North Kitsap Enrichment Program is completing its third year of operation. Approximately one-hundred twenty students in grades 4, 5, and 6 are currently participating in programs in the following subject areas: science, art and language arts. Within each general content area are a number of offerings. The programs emphasize application or "hands-on" activities to promote problem solving and actual projects using tool skills.

GOALS AND OBJECTIVES

The "Project Success" Enrichment Program grew out of the recognition that a number of elementary children had stopped advancing due to the lack of appropriate programs. A review of the professional literature in the area of enrichment and gifted education pointed out the lack of an overall comprehensive model to follow. The North Kitsap Enrichment Program is based on determining first the range of gifted behavior to be studied. The model to be developed assumes that what is needed is to examine in each major area behaviors which can be called gifted or talented.

The unique quality of the North Kitsap Enrichment Center Program is that students are identified in their specific area of interest or talent and given opportunities to go into depth in those areas following an organized sequence of activities.

CURRICULUM

Curriculum for each of the programs developed follows a specific format where students develop new skills and expand already acquired skills according a hierarchy of steps including: skill awareness, acquisition, mastery application and sharing. Throughout each of these phases higher level thinking skills such as analysis, synthesis, and evaluation are emphasized.

Students are given program options to emphasize individual interests and basic skill development.

The project curriculum includes specific packets in the areas of language arts (short story writing, poetry), art (drawing, painting, claywork) and science (electricity, marine science). For a list of materials by program, see following page.

Each project element could be adopted as a separate entity without affecting other components. It is important that the curriculum sequence that has been developed with this program is used as it produces skill development over the course of a year rather than uncoordinated activities.

It will be necessary to acquire some hardware gear for students involved in the science program.

		Number	Cost
Language Arts:	INTRODUCTORY PACKET	____	1.00
	SHORT STORY WRITING --empahsizing setting, characterization, plot, theme	____	1.00
	POETRY --emphasizing imagery, form, theme, pattern	____	.50
	DRAFTING, EDITING AND PRESERVING SKILLS	____	.50
	NEWBERY AWARD WINNING BOOKS --student worksheet (books not included)	____	1.00
Art:	INTRODUCTORY PACKET	____	1.00
	DRAWING --including contour line, texture, pattern, perspective, proportion, media, shading	____	1.00
	PAINTING --including shading, texture, technique, media	____	1.00
	CLAYWORK --including hand sculpture, wheel construction	____	1.00
Electricity:	BEGINNING CIRCUITRY --(workbook to go with Batteries and Bulbs I*, ESS McGraw Hill)	____	1.00
	INTERMEDIATE PROJECTS --(workbook to go with Batteries and Bulbs II*, ESS McGraw Hill)	____	.50
Marine Science:	INTRODUCTORY PACKET	____	.50
	BASIC MARINE SCIENCE LAB TECHNIQUES	____	.50
	COLLECTION, CONSERVATION, AND OBSERVATION TECHNIQUES	____	1.00
	OCEANOGRAPHIC INSTRUMENTS --usage	____	.50
	INDIVIDUAL PROJECTS	____	.50

*These workbooks are to be used in conjunction with "Batteries and Bulbs" kits, ESS McGraw Hill. They are not a program in themselves.

EVALUATION PROCEDURES

Demonstrating evaluation techniques for analyzing growth in student creations in the humanities programs was a major goal of the North Kitsap Enrichment Program. It was felt that workable evaluation in these programs, which indicate that instruction is producing effects desired in areas often viewed as not susceptible to evaluation, may well help to assist the expansion of these programs.

Language Arts/Art

Given paired samples of experimental and control students' productions in drawing, painting, poetry or prose writing, a panel with experience in the art form to be evaluated will select one sample as "better." Results will be analyzed to determine if a statistically significant proportion of ratings of "better" were attached to post program samples of the program participants.

Electricity/Marine Science

Title III staff members will administer "Project Success" designed tests in the areas of electricity and marine science on a pre-post basis to in-district project participants and control students in a neighboring school district.

Ongoing evaluation by staff is important but checklists and pre-post instruments are provided in the instructional packets. Also, display of evaluation results (pre/post samples) in the form of an open house or curriculum fair (open to the public) is an essential element to success. It demonstrates growth to the parents and community members as well as enables professional artists, writers, and scientists to view young student talent. As a result of past project displays, professional people were impressed with the ability of the students and not only endorsed further programs in this area but volunteered to be participants themselves.

page 5

INSERVICE

Inservice workshops will be conducted for enrichment staff in adopter districts. Released time is needed for certified staff and involvement of instructional aides is necessary if they are to participate in weekly instruction.

ll dissemination materials in the North Kitsap Enrichment Program will be appro-
riate for grades 4-8 and procedures for implementing on-site training in adopter
istricts will begin in November, 1976. Inservice training will take place for
pproximately three and one-half to four days per adopter site and will begin with
preparatory visit by a member of the project staff. At this time, the following
ill be discussed: relevance of program components for adopter districts, explana-
ion of inservice procedures, written commitment from adopter district as to ex-
ent of participation in dissemination process.

ll procedures for dissemination are designed to use on site time in actual opera-
ion of the program rather than administrative details and explanations. Most of
he latter will take place by phone communication, brochures, tapes, slides and
ample materials.

uring the actual three days of on-site training a member of the project staff will
pend two days training selected staff in specific procedures for implementation of
ackaged materials and one-half day on the process of conducting a needs assessment
data collection). At this time trained staff will try out procedures with identi-
ied students in the adopter district. The staff member will then return for
nother half-day for a follow-up session to observe staff working with students and
terials in a classroom setting.

page 6

Scheduling and training will differ depending on what type of staff take the inservice (certified teachers, aides, community people). It is necessary that at least one certified staff member is involved in the inservice training and implementation of the program and is provided with some released time for training.

If interested in participating as an adopter district, or if you need further information, contact:

Carolyn Gaab, Curriculum Coordinator
Office of Special Services
North Kitsap School District #400
150 High School Road South
Poulsbo, Washington 98370

Phone: 206-779-3971

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APPENDIX B

Selected Community Resource Activities

In-district

Electronics Technician -- Taught electricity students all fall, one hour per week
Mr. David Edwards

Local Artist -- Taught art students how to paint Christmas scenes on display windows
Mrs. Shirley King

Two Local Newspaper Editors -- Spoke to language arts students on layout and printing
Mrs. Kennedy, Mrs. Averill

Field Trip to KIRO TV -- Language arts students observed the taping and production of the J.P. Patches Show

Field Trip to Seattle Art Center -- Art students on tour observed all types of art displays, history, etc.

Adopter Districts

Port Angeles -- Mr. Frank Ducceschi, local newspaper editor, taught students how to edit short stories

Orcas Island -- Local electronic engineer taught students how to construct a lightbulb, motor and buzzer

Central -- A person from the SPI Office, Department of Special Education (Reading) taught a language arts class one week--students worked on imagery, similes, metaphors and personifications

APPENDIX C

Dissemination Activity Curricular Material Mailings

Dale Keast
Omak Public School
Box 833
Omak, WA 98841

Jack Tingstead
Coupeville Elementary School
2 South Main Street
Coupeville, WA 98239

Molly Roberts
Orcas Island School Dist. 137
PO Box 167
Eastsound, WA 98245

Kathy Bishop
Peninsula School Dist.
13815 62nd Ave. NW
Gig Harbor, WA 98335

Carol Ayers
Fife School Dist. #417
5602 20th St. E
Tacoma, WA 98424

Ms. Mary Slehofer
Curriculum Coordinator
Port Angeles School Dist. 121
216 E. Fourth
Port Angeles, WA 98362

Mrs. Arno Johnson
Grandview School District
PO Box 10
Grandview, WA 98930

Mr. Irwin Krigsman, Principal
Larchmont Elementary School
8001 East St. Tacoma 98445

Mr. Don Hughes,
800 Jackson Street
Sunnyside, WA 98144

E. G. Preusehoff
Lutacaga Elementary School
795 South 7th
Othello, WA 99344

Ron Crawford
Snohomish SChool District
1506 5th Street
Snohomish, WA 98298

David E. Woodruff, Supt
Morton School Dist. 214
Box H
Morton, WA 98356

Mary Kessi
Medina School
8001 NE 8th
Bellevue, WA 98004

Phil Sorensen, Principal
Kimball School
3200 23 Avenue South
Seattle, WA 98144

Joseph F. Levac
Mt. Baker School District 507
PO Box 95
Deming, WA 98244

Loyd O. Waite
Pullman School District 267
NW 115 State Street
Pullman, WA 99163

Gary Brumsickle, Principal
Butler Acres School
1609 Burcham Street
Kelso, WA 98626

J. B. Conaway, Principal
Lakeshore School
9300 21st Avenue
Vancouver, WA 98661

J.M.K.C. Entwife
Bellingham Cooperative School
Tower 4, Fairhaven College
Bellingham, WA 98225

Henry J. Gacek, Principal
Marcus Whitman Jr. High
1887 Madrona Drive
Port Orchard, WA 98366

Appendix C (continued)

Donald Bauthues, Supt.
Meridian School District
194 W. Laurel Road
Bellingham, WA 98225

Ann Billington
Asotin Schools
314 First Street
Asotin, WA 99402

Ms. Helen McIntyre, Principal
Marcus Whitman Jr. High
1887 Madrona Drive
Port Orchard, WA 98366

Ms. Glenna Matson
Lake Washington School Dist. 414
410 First Street
Kirkland, WA 98033

Vern L. Huffman, Supt,
San Juan Island School Dist 149
Box 458
Friday Harbor, WA 98250

Catherine Parent, Principal
St. Philomena School
1815 - S. 220th
Des Moines, WA 98188

Dr. Ron Allbaugh, Principal
Fruit Valley Elem. School
3301 Fruit Valley Road
Vancouver, WA 98660

Claude Wilson, Principal
Stanwood School Dist. Creek Elem.
7600 272nd Street NW
Stanwood, WA 98292

Brent C. Garrett, Principal
Gause Middle School
1100 34th Street
Washougal, WA 98671

James Van Matre, Principal
Medical Lake Elem. School
Box 128
Medical Lake, WA 99022

Deryl Sleigh, Principal
Westwood Elem. School
21200 SE 416th
Enumclaw, WA 98022

Linda Eckblad, Principal
Palouse Dist. 301
R.F.D. Box 100
Palouse, WA 99161

John Hager
Sultan Elementary School
4th and Date Streets
Sultan, WA 98294

Mary V. Rash
2320 Grandview Dr. W
Tacoma, WA 98466

Ms. Driek Zirinsky
State Department of Educ.
Len B. Jordan Building
Boise, ID 83720

John Thomas, Principal
Whitworth Elementary School
W 44 Hawthorne Road
Spokane, WA 99218

Gordon Young, Principal
Orchards Elementary
7000 E. 60th Street
Tacoma, WA 98404

Mrs. Tris Nausid
North Kitsap School District
150 High School Road South
Poulsbo, WA 98370

Mary Nelson
Educational Service District 189
20000 Cypress Way
Alderwood Manor, WA 98036

Robert R. Byrd
Southwest Regional Ed. Center
619 Wall Street
Albemarle, NC 28001

Dale Lien, Principal
Garfield Elementary School
325 N. Plymouth
Olympia, WA 98502

Dean A. Haugen, Principal
Hunt Junior High School
6501 S. 10th
Tacoma, WA 98465

Appendix C (continued)

R. L. Rosacrans, Principal
Orville Grade School
Box 100
Oroville, WA 98844

Linda Shadiow
Office of Public Instruction
State Capitol
Helena, MT 59715

Gene Crnick, Principal
Parkway Elementary
Ephrata, WA 98823

Wayne Roellich, Principal
Tekoa Elementary
Box J
Tekoa, WA 99033

Karen Smith Noack
Washington State Mig. Ed. Program
PO Box 719
Sunnyside, WA 98944

Reuben Kvamme, Principal
Stanley School
1712 South 17th
Tacoma, WA 98405

Dr. Gayle B. Livingston
Peninsula School District
13815 62nd Avenue NW
Gig Harbor, WA 98335

John Oliver
CSRA Cooperative Ed. Service Agency
PO Box 868
Thomson, CA 30824

Billy C. Hancock
Coastal Plains CESA
PO Box 1265, 1200 Williams St.
Valdosta, GA 31601

James Reed
Edmonds School District 15
3800 196th SW
Lynnwood, WA 98056

Marilyn Hunzeker
2407 Chandler Road
Bellevue, NB 68005

Dr. John C. Meerbach
Pennsylvania Department of Ed.
Box 911
Harrisburg, PA 17126

Eve McAlister
Regional Resource Center
PO Box 87
Nome, AK 99761

Mrs. R. W. Campbell
Issaquah School District 411
2034 182nd NW
Redmond, WA 98052

H. Boyd Israel, Director
PO Box 145
Leary, GA 31762

Terry W. Bolton
Oregon Conf. of Seventh-day Adventists
605 SE 39th
Portland, OR 97116

Barbara Plumb
Idaho State Dept. of Ed.
Len B. Jordon Office Building
Boise, ID 83220

Jeanine Lee
Maplewood School
8500 200th SW
Edmonds, WA 98020

Mr. H. R. J. Mountain, Consultant
Enrichment Gifted Program
Elkhorn Public School
10 Elkhorn Drive
Willowdale, Ontario M2K 1J3

Earl Hoag
Soap Lake School District 156
PO Box 158
Soap Lake, WA 98851

Neil Roberts
Central Wash. State College
Department of Education
Ellensburg, Washington

Northwest Regional Educational Lab
710 SW 2nd Avenue
Portland, OR 97204

Appendix C (continued)

Madelein Reyer
5119 - 136th St. SW
Edmonds, WA

Danni Wanless
1942 Lawrence
Port Orchard, WA 98366

Jo Schmidt
25 B Bye Rd.
Bremerton, WA 98310

Sylvia Campbell
178 Hiway 305
Poulsbo, WA

Dianne Hauger
Pearson Elementary
Keyport, WA

Judy Lemmon
Wolfle Elementary
Kingston, WA

Lou Thompson
Seattle Public Schools
Room 214
815 - 4th North
Seattle, WA

Forest Grove Public Schools
Forest Grove, OR 97116

Virginia Molamphy
PO Box 193
Poulsbo, WA

Mrs. Joan Lee
Star Route 2 Box 164D
Kingston, WA 98346

Barbara Krell
Rt. 1 Box 295D
Poulsbo, WA

Mrs. Bill Arness
Poulsbo, WA

Janet Poss
Poulsbo, WA

APPENDIX D
Inservice Training Agreement

AGREEMENT

This represents a contractual agreement between North Kitsap School District 400 and ________________________________ District _____ for the cooperative dissemination-adoption of Project Success, a program of enrichment for advanced students.

The North Kitsap School District agrees to provide the following materials and services:

a. Staff materials for up to four (4) staff members
b. Copies of student materials for reproduction
c. Listing of materials to be purchased by adopting district
d. At least four days of inservice training
e. Any other materials or consultation deemed necessary by the disseminator and adopter district.

In return for the above materials and services the adopter district will:

a. Provide staff for training
b. Provide staff, room(s) and materials (student and copyright) as necessary to implement program
c. Implement the program in at least one area with _____ students
d. Collect and report pre and post test data for project evaluation.

______________________________	______________________________
Signature / Date	Signature / Date
North Kitsap School District 400 Representative	______________________________ Representative

APPENDIX E
Dissemination Training Activities With Adopter Districts

October 21, 1976 --Letter from Coupeville, WA--Adopter district
Sent letter

October 22, 1976 --Orcas Island Schools--letter expressing interest in being adopter district

--Sent letters back letting them know we'll contact them in November and to get some teachers interested in implementing the packets and materials into classroom.

October 27, 1976 --Call from Betty McKee, Admin. Assistant, Omak, WA.
Interested in being an adopter district--copy sent back

November 17, 1976 --Sent letters and timelines and proc. sheet to adopter districts.

--Sent letters and price list and explanation sheets to inquirers for packets.

November 22, 1976 --Call from Orcas Island
Arranged visitation on Jan. 17th, superintendent and teachers from 4th, 5th and 6th grades

December 16, 1976 --Fife School District--Visitation/Wolfle, 12:00-1:00

December 22, 1976 --Contacted all adopter districts about T-IV-C proposal, visitations

January 10, 1977 --Omak -- Poulsbo Elementary visitation, 9:00 a.m.
--Meeting with adopter districts on inservice training requirements, contracts, implementation of program components, scheduling of follow-up sessions, evaluation of student outcomes, etc. Agreed to become an adopter district for this year and to become a part of a consortium to apply and submit a proposal for more funds for technical assistance for next year under the adaption and adaption category of Title IV-C. Central Kitsap would be the applicator and Doug Gorton and Carolyn Gaab would organize and write the proposal to be submitted in February.

January 11 1977 --Central Kitsap staff visitation, 9:00 a.m.--adopter district
Run down on program

January 17, 1977 --Orcas Island staff visitation, 9:00 a.m.

January 18, 1977 --Coupeville staff visitation--Suquamish, 9:00 a.m.

January 20, 1977 --Port Townsend workshop with Central--Title IV-C consortium proposal--attended by Doug Gorton and Carolyn Gaab--information to prepare for consortium proposal

Appendix E (continued)

January 31, 1977 --Inservice planning and setting up

February 1, 1977 --Inservice (adopter districts)-See Table 5 agenda and list of attendees

February 2, 1977 --Inservice--adopter districts

February 25, 1977 --Follow-up, ½ day, Port Angeles

February 28, 1977 --Central Kitsap, ½ day follow-up session

March 15, 1977 --Fife School District, ½ day follow-up session

March 21, 1977 --Peninsula all day follow-up session

March 28, 1977 --Orcas Island follow-up session

April 12, 1977 --Coupeville, ½ day follow-up session

April 18, 1977 --Omak with Sally James--follow-up session

April 19, 1977 --Omak with Sally James--follow-up session

May 2, 1977 --Meeting with Central staff on language arts data. Review pre and post writing samples to be rated by experts

June 3, 1977 --Meeting of all adopters (evaluate progress for this year) Plan for more implementation next year--N.K. Board Room, 9:30 a.m.. Discuss all components of the dissemination process

RESULTS

The results presented are for the student objective one, the North Kitsap students in the demonstration site and student objective two, the students participating in adopter school districts. The following adopter sites collected student performance data in conjunction with implementation of various Project Success dissemination intervention program: Port Angeles, Central Kitsap and Fife.

The procedures for evaluation have been fully described in the Application for Validation (1976). Briefly, the process consists of sampling a student's work, e.g., a poem, story, drawing (or an attempt) prior to and after instruction. The samples were typed as written, paired and coded.

The numbered codes were in random presentation of order for each sample pair. Adopter site personnel sent their data to be evaluated by project staff. The North Kitsap samples were evaluated by two out-of-district raters with knowledge in the area to be evaluated. The results of the paired samples in the language arts and art areas indicate the successful outcomes. Because the overall outcomes are clearly significant (based upon two years' statistical presentation) the statistical analysis was waived. For the science data of North Kitsap dissemination demonstration site students, the pre and post medians are presented but not analyzed due to the small sample.

The evaluation data of North Kitsap Project Success enrichment students is presented in Table 7 on the following page.

TABLE 7

Pre-Post Performance for North Kitsap Students (Grades 3-6) in Language Arts, Art and Electricity Programs

Subject Area	N	Task	Total Ratings Possible	Number of Better Ratings for Post Sample	Number Expected Given No Treatment Effect
ART	10	Contour Line	40	40	20
		Three-Dimensionality	40	38	20
		Composition, Proportion, Shading, Detail	40	36	20
		Overall Quality Drawing	40	40	20
		Overall Quality Painting	40	30	20
LANGUAGE ARTS	30	Descriptive Adjectives, Imagery	120	118	60
		Overall Quality (e.g. Theme, Mood)	120	116	60

		Pretest Median	Posttest Median	Total Possible
ELECTRICITY	7	38	54	66

Table 8 presents student performance data rated by two project staff members from three adopter sites. Although 4 other adopter sites are at various stages of components adoption, those shown in Table 8 had completed enough instruction to warrant evaluation in time for the writing of this report.

TABLE 8

Evaluation Data of Students (4-8 Grade) in Three Project Success Enrichment Program Adopter School Districts

Subject Area	N	Task	Total Ratings Possible	Number of Better Ratings for Post Sample	Number Expected Given No Treatment Effect
LANGUAGE ARTS (Central Kitsap School District)	9	Descriptive Adjectives	36	36	18
		Overall Quality, e.g., Theme, Mood	36	32	18
LANGUAGE ARTS (Fife School District)	19	Overall Quality, Rhyming Poetry	76	62	38
	10	Overall Quality, Non-rhyming Poetry	40	38	20
	12	Overall Quality, Prose Theme, Mood	48	48	24
LANGUAGE ARTS (Port Angeles School District)	23	Descriptive Adjectives Imagery--Prose	92	88	46
		Descriptive Adjectives Imagery--Poetry	92	90	46

SUMMARY

The results obtained indicate that the dissemination model was successful for those programs adopted. That is, information was communicated to potential adopters without undue time-consuming contact for initial information sharing. This allowed more resources (available staff time, etc.) used for training and follow-up activities in adopter sites.

Student results in other districts essentially replicate and extend project results obtained in last year's formal validation process. Having a sequence of awareness activities enhanced overall dissemination impact. The districts who participated did so in a comprehensive complete manner. This included the important step of monitoring student performance in adopter districts. By specifying needs and program process several additional potential adopter sites have indicated in their contacts with us that planning arrangements are being carried out for implementation during the 76-77 school year.

CONCLUSION

Project Success enrichment awareness outreach activities not only created the interest of seven adopter districts but encompassed activities which utilized community and S.P.I. resource people who taught in various capacities in the enrichment classes as presented in Appendix B.

There are some adopter districts (Omak and Peninsula) which are still in the initial stages of implementation because of lack of release time to organize staff, schedules, facilities and make administrative decisions but most are involved in Title IV-C consortium proposal submitted for next year. In addition to the six which were adopters this year, two more (Grandview and Sunnyside) were included in the proposal for next year. Others inquired and wanted to become a part of the consortium but because of size, release time, administrative details and/or staff available, etc. decided to submit their own separately. Several districts in Washington State and out of state ordered materials and visited the project in the hopes of implementing the model for next year (see Appendix A).

The mailings listed in Appendix A include individuals (parents, teachers, administrators, educational agencies) who were generally interested in the program materials (packets, brochures, etc.) to utilize for personal use or to distribute within their own buildings, districts, or to other state agencies.

In addition to the positive impact of Project Success's dissemination process out of the district the project staff conducted various awareness outreach activities within the North Kitsap School District. A record of all these activities, i.e., presentations to community groups, school personnel, workshops, training sessions in regular classrooms K-5, organizing advisory committee, participation in community festivals, products on display in schools and community businesses, field trips, using community resources and/or members in teaching enrichment classes are on file in the North Kitsap Office of Special Services.

In addition to the student performance objectives completed as indicated by the results reported, the project presents comments from this year's raters who have expertise in the areas of language arts and art (see Appendix F). These experts participated in the project's rating of language arts and art pre and post samples, rating one sample each as being "better."

Based on the results and specific skill areas of improvements recorded by the raters the North Kitsap Project Success, enrichment students and other students in the adopter districts demonstrated significant growth in the 1976-77 school year.

The Project Success staff and adopter districts are looking forward to more "success" in the 1977-78 school year.

APPENDIX F

Rex Paul Martin
91½ Pine St., #31
Seattle, Wa. 981011
May, 12, 1977

Office of the Superintendent
150 High School Road South
Poulsbo, Washington 98370

Ms. Carolyn Gaab:
Dear Carolyn,

The following are my observations concerning the specific qualities and skills that were observed in samples this year and any differences to those which appeared in the language arts student samples last year:

Students demonstrated a wide and flexible use of vocabulary, especially in descriptive passages and emotional narrative.

Students used original colorful metaphors in both prose narrative and poetry.

Students seemed to have a clear understanding of the purpose of parallel construction in sentencing and paragraphing.

Students used simile, employing one or both "like...as" phraseology in both prose narrative and poetry.

Student samples last year were strong in poetry and less skilled in story writing. This year, the samples showed equal, if not more, refinement in poetry, and still a noticeable lack of equality in narrative (story writing.)

Last year there seemed to be a noticeable effort to guide students away from pre-conceived, stereotypic expressions of poetry. That quality seemed also present in this year's writing samples. It seemed evident that there has been practice based on patterning and personal reflection.

In general, I was very pleased with the samples. The students seem to be sharpening their affective sensitivities and refining personal skills that many students only immitate and some never attain.

Thank you for this opportunity to once again be involved in gifted education.

Respectfully,

Rex Paul Martin

Rex Paul Martin, M.Ed.
(Ph.D. candidate, U. of W.)

May 11, 1977

Carolyn Gaab
North Kitsap School District
150 High School Road South
Poulsbo, WA 98370

Dear Carolyn:

I did notice a definite improvement in the skills that I saw May 4, 1977.

The drawing ability was greatly improved, as well as composition, but one thing I noticed over all was that they were thinking! Thinking as to placement of shapes and values and color and showing an empathy for what they were doing and I also was aware that they are seeing more and more. I was impressed with their progress.

Yours truly,

Jerry Stitt

Jerry Stitt
7826 Leary Way
Seattle, Washington

Somerset Elementary School
14100 Somerset Boulevard S.E.
Bellevue, Wn. 98006
May 10, 1977

Carolyn Gaab
Enrichment Curriculum Coordinator
Office of the Superintendent
150 High School Road South
Poulsbo, Washington 98370

Dear Ms. Gaab,

I enjoyed meeting you and your colleagues, representing the North Kitsap "Project Success" Enrichment Program.

While evaluating the art samples, I noticed that there was an indication of greater growth in the drawings in comparison to paintings. Moreover, the drawings showed more sensitivity in contour line, shading, composition, proportion, and perspective.

Many of the comparisons were between cartoon-stereotype images and visually sensitive lines, obviously, following carefully observed subject matter.

The differences between this year and last year are not outstanding in my mind; therefore there probably is little or no difference between this year's and last year's art work.

The evaluation session was most enjoyable and I will be happy to help you and your colleagues any way that I can in the future.

Sincerely,

Janis Knapp

Janis Knapp
Artist/Art Teacher

INDISTRICT ACTIVITIES 1976-77

LANGUAGE ARTS - 2/3 year students, 6th grade, 2 hours a week

October
1. Student pretested. Ten selected and permission slips from parents
2. Word expansion - vocabulary
3. Word expansion - modifiers
4. Short story writing exercises
5. Using facts found in news, articles, writing fiction

November NEWSPAPER UNIT

1. Comparison of news stories with fiction stories
2. Rewriting our previous fiction as news stories
3 Writing editorials
4. Interviewing and writing interviews
5. Resource speaker - Mr. Kennedy, newspaper layout and printing
6. Planning a school newspaper
7. Resource speaker - Mrs. Averill, local editor
8. Newspaper writing assignments given out
9. Newspaper printed, assembled, distributed

December
1. Writing "mood" paragraphs - prose
2. Writing short stories based on mood paragraphs.
3. Writing poetry based on "mood" paragraphs.
4. Cristmas book, composed of topical short stories, mood poems, and word games.

January
1. Exploring rhyming poetry, cinquain, couplets, quatrains
2. One minute speech exercise - "Making a formal introduction"
3. Expressing feelings in poetry - Patterns of students' choice
4. One minute speech exercise "I really like...."
5. Poems about "me."

February
1. Writing "I believe that" paragraphs
2. Writing paragraphs about the Enrichment Program
3. Tape recording the above paragraphs
4. Presentations to School Board of the above paragraphs by two representatives

March
1. Character descriptions
2. Setting descriptions
3. One minute speech exercise "I am a....." (occupation such as librarian, truck driver, etc).

April
1. Describing a character by writing dialogue only
2. Putting the above in a setting
3. Writing a scene for the above
4. Combining two or more scenes for a 1st act
5. Completing a theater play
6. Writing a play for radio (sounds)
7. Writing a play for TV (the camera as an actor)
8. Visit to a TV station - live show

May
1. Writing a social issue play
2. Presenting "play to Middle School teachers"
3. Song writing - poetry to music
4. Post tests

ART - 2/3 year students, 6th grade

October
1. Prestest and parent permission slips
2. Basic elements of design--one lesson each on shape, line, color, space
3. Finding textures and reproducing them
4. Line drawing of flower arrangement, making use of contour line, texture

November
1. Creating bulletin board banners using design placement (shared at middle school)
2. Figure construction in action sketches, continuous line, and finally, full standing pose with shading, pencil/pen and ink
3. Face construction--pastel

December
1. Viewing filmstrips of stories of Christmases of the world (various styles of illustrations)
2. Choosing a Christmas story to illustrate
3. Painting a sequential mural story of the "Littlest Christmas Tree"--five teams of two students each
4. This was shared with middle school in IMC for Christmas
5. Printing with "gadgets"
6. Lesson on book binding--fold construction, gadget-printed paper was used for cover design

January
1. Clay--coil and slab pots
2. Glazing
3. Creating a face (magazine cut in half and other side completed)
4. Review of pen/ink
5. Fantasy finds (creating pen/ink sketches on colored paint run-together designs

February
1. Painting with acrylic
2. Copying the old masters
3. Intern: Graphics, acrylic painting on drift wood

March
1. Sculpture figures in clay
2. Glazing
3. OUtdoor sketches
4. Fine line drawing--pen/ink of plants

April
1. Watercolor of scenery using perspective and shading
2. Watercolor of student's choice
3. Watercolor of a still life
4. Study of surrealism, impressionism and pop art
5. Fieldtrip to Seattle Art Pavillion which featured the above

May
1. Collage--"I am unique"
2. Collage--"I am unique" (second session)
3. Posttest

Sequence of Instruction

LANGUAGE ARTS - first year students

October Introductory Packet

pretested
word expansion
sentence expansion

November
parts of speech
patterns in poetry
similes
metaphors
personifications

December
poetry (followed Intro. Packet)
made poetry banner for school

January
began short story writing
descriptive paragraphs (in groups)
character descriptions
motivational stories (group part.)
developed fantasy story (group)

February
tape recorded stories that were written--made presentation to 5th graders
adventure story writing (group)
tape recorded and presented to another classroom
critiqued the two stories

March
students wrote another story using stronger character descriptions
stories recorded and critiques
inspirat~~ional writing~~
gave board meeting presentation

April and May
compiled book of short stories--shared with other classrooms
prose
exploring the outdoors--using the senses...
made banners--displayed work throughout school

LANGUAGE ARTS - second year students

Journalism:

October
studied elements of a newspaper
discussed feature articles
"What makes a good story" (discussed who-what-when-where-why)
wrote feature articles

November	made interviews for newspaper publication "The Suquamish Intelligencer" arranged articles to form the newspaper edition published
December	critiqued newspaper--shared with school worked with first year students
January	made interviews for next edition revised and edited stories organized paper--distributed paper
February	worked with first year students this month
March	wrote--drafted--edited children's story book "The Articular Alphabet" presented it to the librarian shared it with kindergarten class
April and May	worked with first year students

ART - first year students

October	pretested students began introductory packet studied contour line and line drawing studied color wheel worked on still life painting
November	worked on slab pot construction--coil construction began drawing in-depth worked on balance, line, human figure, shading and graphic design created drawing showing above skills made banner for school
December	constructed applehead dolls and life size dolls to become more familiar with proportion displayed dolls in school display cases worked on crayon rubbings (texture) constructed mobiles--displayed in library
January	began paint in-depth worked with watercolors stressing following elements: light and dark design, pattern, dry brush and wash techniques, texture, balance
February	worked with acrylics painted on canvas displayed work in downtown shops acrylics on driftwood display in library

March	clay construction made and displayed wind chimes which included detail worked with various glazing techniques helped first graders make wind chimes represented school in fire prevention poster contest (state contest) represented school in Loyalty Day poster contest (district contest) (students in Enrichment Program received 1st and 3rd place awards)
April and May	students worked on individual activities under instructor's guidance worked on continuous line drawings three dimensional line--crayon rubbings made banners for the school critiqued individual growth in all elements of art stressed

ELECTRICITY

October	students pretested individual research (notebooks) began Part I (Simple Circuits) A-E
November	continued notebooks lessons F-M learned vocabulary list #1
December	began Part 2 (Circuits and Magnets) learned vocabulary list #2
January through May	completed Part 2 began individual projects made such devices as: motors, buzzers, mazes, electronic mice, games, learning machines made schematic drawings of each shared devices with several classrooms had a display in the library

Sequence of Instruction

LANGUAGE ARTS - first and second year students

October	(Introductory Packet) pretested sentence expansion
November	parts of speech patterns in poetry similes metaphors personification
December	poetry (followed Intro. Packet) made poetry banners for school
January to Feb. 15	The enrichment teacher/coordinator changed the focus of services in her two buildings from January until the end of April. In January and the other half of February her administrative duties were directed toward dissemination which included a Title IV-C consortium proposal, developing and packaging, and distributing curriculum materials, conducting visitations, workshops, scheduling and presentations, and Advisory Committee meetings.
February 15 to April 31	In the second half of February this enrichment teacher/coordinator went into her two buildings two days a week becoming an enrichment resource person. The teachers scheduled her into their classrooms to teach activities from the project's language arts, art or electricity curriculum packets and give inservice training sessions after school. The basic objective of this service intervention was to disseminate materials within our own district and train and familiarize teachers with the materials in case the project would not be in operation next year. This allowed the project the opportunity to field test the effectiveness of the curriculum with students of different abilities at grade levels K-5.

An account of all indistrict dissemination activities are on file in the North Kitsap Office fo Special Services. The contents include a sequence of this year's instruction for all first, second and third year enrichment students, staff training, and community involvement. This wide variety of indistrict recorded activities represents a part of this project's dissemination program.

Dissemination Activities
In-district

January 13, 1977	Pearson--teach all day Meeting with teachers and Ralph
January 14	Curriculum meeting with staff Lunch with Molamphy (legislative comm. chairman) 2:00 - Advisory Committee meeting
January 19	Wolfle--meeting with teachers and Ralph Teach with Sally--meet at Pearson Bremerton, self-image follow-up
January 17	Meeting with Minnitti at 3:00--gifted bill
January 21	Curriculum meeting with staff Art inservice Report cards
January 25	Reports card out--Pearson--teach
Janaury 28	All day on banners--inservice for adopter districts Curriculum meeting Pres. 10th--arrange Set up at Poulsbo Call Mr. Minnittii--talk about inserive--call Paul re: rooms, etc for inservice
February 3	Administrative Council...3:30-5:30 board room presentation PEP meeting 11:15, Rolling Hills
February 4	Rotary Club presentation 7:30-8:00 Olympic Inn Tell Nancy Coulter, take for next Tuesday. Curriculum meeting Go over present kids and where
February 8	Presentation at Kiwanis 7:00-8:00, Viking House Banners up at Poulsbo Work with Doug G. on proposal
February 10	School board presentation 7:30-8:00 Meet with Doug Gorton Renee--budget revision
February 14	Back to schools
February 18	Advisory Committee meeting 1:00 Call, schedule follow-up sessions
February 22	Observation--Karen, Suquamish Elementary
February 23	Wolfle all day--clay inservice

March 1	Olympia visitation -- Advisory Committee meetings with legislators from Kitsap County and Lt. Governor, informing them of our program and gifted bill
March 2	Wolfle--teach all day
March 4	Inservice art--staff
March 9	Wolfle--teach all day Meeting with Pat, mat. ready, projector and tape rec., Poulsbo Elementary
March 10	Lions' Club presentation 12:00-1:30, Viking House Science Fair, Wolfle
March 11	Evaluation of Karen Prepare inservice--March 18
March 14	Prepare for workshop Aven, 8:00-12:30--(available for call to discuss JDRP Abstract) Follow-up sessions
March 16	Wolfle--teach all day Claywork meeting (glazing) 1:00-2:15 Set up inservice - glazing
March 17	Curriculum meeting Set up inservice Pearson--morning only Aven 8:00-10:45, 3:30-4:30 (available for his call)
March 18	Gifted inservice PROFESSIONAL DAY
March 22	Picture with Bob For sure! Advisory Committee agenda Follow-up sessions
March 23	Wolfle--teach all day Claywork with Marcia Meet with Karen--last day as practicum student
March 24	Pearson--teach all day
March 25	Advisory Committee meeting Curriculum plans for inservice for parents
March 30	J.P. Patches field trip Wolfle--teach all day, claywork
March 31	Pearson--teach all day Curriculum meeting Report cards out

April 11	Meeting with Virginia Molamphy (legislation)
April 13	Wolfle--teach all day Claywork
April 14	Pearson--teach all day Language arts posttesting
Ap April 20	Wolfle--teach all day
April 21	Pearson--teach all day
April 22	Language arts evaluation all day
April 25	12:00-3:00 Meeting with John Schlotfeldt (review program) Advisory committee meeting 7:30 --representatives from NWGCA will be present
April 27	Wolfle--teach all day
April 28	Pearson--teach all day
May 2	Review products for rating Planning for next year
May 3	Posttests--review
May 4	Visits, Seattle area Bellevue Schools, observe gifted program
May 5	Work on final report (Ralph) Analysis of data
May 6	~~Art inservice~~ MAT PRODUCTS -- Viking Fest Products, displays ready for Daisy Too and cleaners Wrote letter inquiring about the possibility of getting donation from the Puget Sound Group of NW Painters
	Products to Daisy Too and cleaners
May 11 May 12	Evaluation Work on final report Planning for next year Inventory of all materials Meeting with all district staff for next year's plans Meeting with Advisory Committe

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